

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180152

Grants.gov Tracking#: GRANT12660198

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180152

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Trustees of Indiana University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

356001673

* c. Organizational DUNS:

0060467000000

d. Address:

* Street1:

509 E. 3rd Street

Street2:

* City:

Bloomington

County/Parish:

Monroe

* State:

IN: Indiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

47401-3654

e. Organizational Unit:

Department Name:

CLACS

Division Name:

SGIS

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

* First Name:

Steven

Middle Name:

Allen

* Last Name:

Martin

Suffix:

Title:

Associate VP for Research Administration

Organizational Affiliation:

Indiana University

* Telephone Number:

812-855-0516

Fax Number:

812-855-9943

* Email:

rugs@indiana.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

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* 15. Descriptive Title of Applicant's Project:

Title VI: Indiana University Center for the Latin American and Caribbean Studies National Resource Center Program and Foreign Language and Area Studies Fellowship Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

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17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="532,803.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="532,803.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Trustees of Indiana University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	86,385.00	132,070.00	121,501.00	99,069.00		439,025.00
2. Fringe Benefits	13,640.00	34,216.00	31,946.00	22,692.00		102,494.00
3. Travel	29,444.00	23,444.00	32,444.00	23,444.00		108,776.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	22,130.00	6,296.00	5,300.00	20,800.00		54,526.00
6. Contractual	6,650.00	6,650.00	6,650.00	6,650.00		26,600.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	86,124.00	57,198.00	56,330.00	83,861.00		283,513.00
9. Total Direct Costs (lines 1-8)	244,373.00	259,874.00	254,171.00	256,516.00		1,014,934.00
10. Indirect Costs*	18,430.00	20,630.00	20,174.00	20,233.00		79,467.00
11. Training Stipends	270,000.00	270,000.00	270,000.00	270,000.00		1,080,000.00
12. Total Costs (lines 9-11)	532,803.00	550,504.00	544,345.00	546,749.00		2,174,401.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 32.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Trustees of Indiana University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Velvet Murphy	Associate VP for Research Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
Trustees of Indiana University	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <div style="border: 1px solid black; padding: 2px;">National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr</div> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Velvet Murphy"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/25/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1246-CLACS_GEPA_final.pdf

Add Attachment

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View Attachment

Plan for Ensuring Equity of Access and Participation in Grant Activities General Education Provisions Act (GEPA) Section 427

The fundamental principles of academic freedom, equality of opportunity, and human dignity are at the core of Indiana University's mission. These values are embodied in the university's firm commitment to provide a learning and working environment that is free from invidious discrimination in all its forms. These principles extend across all the University's practices and programs and to its engagement with the American society as a whole.

Indiana University Bloomington is a culturally rich and ethnically diverse campus, which strives to be fully inclusive with all faculty, staff, students, and visitors. Furthermore, IU Bloomington not only received an award in 2017 for excellence in diversity from the National Association of Diversity Officers in Higher Education, but also was honored for the third year in a row with the Higher Education Excellence in Diversity Award.

Support for a diverse faculty and student climate is diligently advocated through the numerous program offerings, offices and services available to the University community. The Office of Diversity, Equity, and Multicultural Affairs oversees a vast range of university-wide programs, services, and activities for underrepresented students, faculty, and staff. These programs include the Hudson & Holland Scholars Program, which recruits and supports high-achieving students from underrepresented populations, and the Groups Scholars Program, which supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students. The Faculty and Staff for Student Excellence Mentoring Program provides faculty, staff, and peer mentors for students from underrepresented minorities. The Office of Mentoring Services and Leadership Development supports the personal, academic, social, cultural, leadership, and professional development of students, with special emphasis in working on behalf of underrepresented or minority populations. Disability Services for Students specializes in assisting students with physical, learning, and temporary disabilities, including resources for veterans with service-connected disabilities. ADA@IU ensures that all aspects of Indiana University provide equal access to students, faculty, and staff with or without disabilities in compliance with the Americans with Disabilities Act (ADA). In compliance with the ADA, all Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and staff as needed. Gender-inclusive bathrooms are available in all Residence Halls, prayer rooms are available for Muslim students and staff, and lactation rooms are available for nursing mothers. IU offers training workshops on Diversity in the Workplace, which is required for all administrators and supervisors, Americans with Disabilities (ADA) Compliance Issues, Equal Opportunity Employment and Affirmative Action, and Preventing Sexual Harassment. The campus works diligently to live up to its mission by creating a fully accessible and non-discriminatory environment for learning and working.

The Center for the Latin American and Caribbean Studies (CLACS) adheres to these principles and makes every effort to assure equal access to and participation in its programs by all persons regardless of arbitrary and discriminatory considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The CLACS is proud to be housed in the new Global and International Studies Building, which is fully handicapped accessible, and the Center's website is designed to be ADA compliant. Many of the outreach projects described in this application will serve traditionally underserved populations, and FLAS award selection is free from discriminatory bias. Programmatic and employment advertising and marketing includes information to assure accessibility for, and the diversity of, participants and applicants.

We proactively strive to maximize inclusivity by complying with the following practices:

1. All individuals who would like to participate in the CLACS events will not be turned away from attendance for any economic reason, nor for any other reason that would relate to the six types of barriers that could obstruct access to our programming.
2. All programming will be respectful of issues of gender, race, national origins, color, disability, or age in order to meet the needs of all audience members.
3. Specific needs of attendees at events will be accommodated through visual, auditory, and physical needs.
4. Timely notification of events will be updated and available to all various interested community to enable participation in our endeavors on a regular basis.
5. The CLACS will also host events outside of campus to reach other communities in Indiana and with MSI partners out-of-state for a broader audience.

The CLACS and Indiana University are committed to diversity in all aspects. As reaffirmed by the Bloomington Faculty Council's Statement on Diversity in 2017:

"Diversity is a central component of our academic mission at Indiana University Bloomington; our teaching, learning, scholarship, research, and creativity are immeasurably enriched by students, faculty, and staff with diverse experiences. We at Indiana University Bloomington understand diversity as the experiences, values, practices, and worldviews stemming from varied cultures and circumstances (including, but not limited to, those from historically underrepresented groups). Furthermore, in our educational mission to enrich understandings of community, citizenship, nationhood, and global relationships, we also believe it is important to recognize and remedy historic imbalances in allocation of resources to teaching, research, service, and campus culture. In doing so, we strive to teach our students to value the inclusion of people from groups that experience discrimination and underrepresentation and, ultimately, to respect, explore, and celebrate differences. This endeavor prepares our students to participate in national and global communities that require them to embrace and understand differences in order to foster fruitful relationships. Indiana University Bloomington's educational mission and its status as an international institution mandate the centrality of diversity to our campus."

IU has reinforced these values by implementing the following policies with procedures to ensure the protection of all members of the University community:

ACA-32, Academic Freedom: Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher's and librarian's professional conduct. The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside. The teacher or librarian should recognize that a professional position in the community involves the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.

ACA-59, Accommodation for Religious Observances: IU respects the right of all students to observe their religious holidays. Accordingly, course directors are to make reasonable accommodation, upon request, for such observances. It is the responsibility of the students involved to notify their course directors in a timely manner concerning their need for such accommodation.

UA-02, Americans with Disabilities Act (ADA) Policy: The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination in employment and educational programs against qualified individuals with disabilities. University websites must be accessible so that students, prospective students, employees, guests and visitors with disabilities have equivalent access to the information and functionality provided to individuals without disabilities. It is the policy of Indiana University to provide reasonable accommodations or academic adjustments when

necessary. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

UA-07, Anti-Trafficking Policy: Indiana University has a zero tolerance policy on trafficking in persons. Forms of trafficking includes the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. It also includes sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

ACA-33, Code of Academic Ethics: The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change. By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the entire University community. They do not require the individual to be passive and silent. They do require recognition of how easily an academic community can be violated.

HR-08-10, Compliance Training (Joint procedure effort among the offices of Affirmative Action, University Human Resources, Office of Insurance, Loss Control & Claims, and Environmental Health and Safety): The goal of compliance training is to ensure that all Indiana University employees are afforded the protection of employment laws, regulations, and policies, and in so doing, ensure fairness and equality in the workplace.

UA-01, Non-Discrimination/Equal Opportunity/Affirmative Action: Indiana University pledges itself to continue its commitment (policy first established in 1969) to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

HR-11-50, Provisions for Lactating Mothers: The policy provisions are to support mothers who want to express breast milk at work. This policy is also intended to comply with a related Indiana Code. Departments are to provide a location, to the extent reasonably possible, where an employee can express breast milk in private. Departments are to ensure, to the extent reasonably possible, the availability of cold storage space.

UA-03, Sex Misconduct: Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. This policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual assault, other forms of sexual violence, dating violence, domestic violence, sexual exploitation and stalking. Such behaviors are against the law and are unacceptable behaviors under Indiana University policy.

HR-02-130, Statement on Fair Treatment in the Workplace (CWA, Local 7430): The Indiana University administration, all employees, and the CWA pledge to promote a work environment based on mutual trust and respect for the dignity of every member of the university community. As a community, we are committed to opposing and constraining behavior that detracts from the ability of each employee to perform at his/her highest level and to fulfill the educational mission of the university.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Trustees of Indiana University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Steven Middle Name: Allen
* Last Name: Martin Suffix:
* Title: Associate VP for Research Administration

* SIGNATURE: Velvet Murphy

* DATE: 06/25/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Anke		Birkenmaier	

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Email Address:

abirkenm@indiana.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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Ever since the 1940s, a period when Indiana University made a point of opening its doors to scholars from around the world, Indiana University's investment in international education has been as dynamic as it has been persistent. From the beginning, this activity has been closely tied to helping achieve strategic national interests. IU provides instruction in nearly 70 languages, more than any other university in the country, and once boasted as many as twelve Title VI National Resource Centers. It has continued, in its recent Bicentennial Plan, to declare the creation of a "global university" one of its eight goals. The Center for Latin American and Caribbean Studies plays a key role in this strategy. As one of 15 area studies centers in the new School of Global and International Studies (SGIS), housed since 2015 in a state of the art building in the heart of the Bloomington campus, CLACS has leveraged its resources, increased its visibility, and built new collaborations within SGIS and across campus. SGIS combines specialized cultural and linguistic knowledge with a real-world focus on international studies and foreign policy, in a research and learning environment that values diversity and respects differences of opinion. Over the last three years, SGIS and its area studies centers, including CLACS, have built an academic and career advising structure that directs students to careers of national need. We have forged partnerships with IU's School of Education, minority serving institutions, and community colleges that focus on teacher training and curriculum internationalization. In so doing, we have built a program that responds to the Department of Education's absolute and competitive priorities for NRCs and FLAS programs.

CLACS proposes to use Title VI funds to achieve three goals. First, promote knowledge of Latin America through collaboration between disciplines and across world regions, within the School of Global and International Studies (SGIS), across Indiana University, and globally. Second, promote specialized linguistic and cultural knowledge of priority languages and LCTLs at IU and beyond. Third, develop innovative and sustainable forms of outreach targeted at underserved communities. 1) With Title VI funding, CLACS will continue to develop coordinated outreach initiatives with other SGIS centers, focused on P-16 internationalization, employability, and teacher training. Working with the Kelley School of Business CIBER (Portuguese training and Brazilian business/policy lectures), the Jacobs School of Music (visiting lectureship in Latin American Music), the Media School (visiting Latin American documentary filmmaker), and the School of Education (teacher training through a Director of Global Education Initiatives), we will enhance the profile of Latin American and Caribbean Studies in the professional schools. Through IU's Mexico Gateway and a new study abroad program in Cuba, we will create new collaborations with institutions in our country's two closest neighbors in the region. 2) Title VI will also enable us to enhance our offerings of less commonly taught languages (LCTLs), especially Haitian Creole, with a Haitian Creole lectureship and through IU's renowned Summer Language Workshop. We will create new textbooks for Haitian Creole and Yucatec Maya that will include a digital platform and be openly available. We will enhance faculty and student knowledge of three areas of strength in CLACS (minority/indigenous languages and cultures, Brazilian studies, and Cuban studies) with conferences on indigenous cultural resistance in Mexico and race in Brazil and Cuba. 3) Finally, designation as a comprehensive National Resource Center will allow CLACS to develop outreach targeted at underserved, rural communities through innovative initiatives such as a Globally Ready Digital Toolbox, which will present digitized versions of Latin American and African collection objects on a web application for use in P-16 schools. This outreach expands beyond Indiana, via partnerships with two MSIs – Navajo Technical University and the Universidad de Puerto Rico Bayamón.

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Acronyms List

ACTFL	American Council on the Teaching of Foreign Languages
AI	Associate Instructor
AP	Advanced Placement
ARL	Association of Research Libraries
ASP	African Studies Program
BEST	Bloomington Evaluation Services and Testing
BSP	Brazilian Studies Program
BTAA	Big Ten Academic Alliance
CAHI	College Arts and Humanities Institute
CASEL	Center for the Analysis of Social Ecological Landscapes
CeLT	Center for Language Technology
CGC	Center for the Study of Global Change
CIBER	Center for International Business Education Research
CIEE	Council on International Education Exchange
CITL	Center for Innovation in Teaching and Learning
CLACS	Center for Latin American and Caribbean Studies
CLE	Center for Language Excellence
CLIR	Council on Library and Information Resources
CRE	Center for Rural Engagement
FLAS	Foreign Language and Area Studies
GA	Graduate Assistant
HC	Haitian Creole
ICAB	Internationalization Collaborative across Bloomington
ICCI	Institute for Curriculum and Campus Internationalization
IEOA	International Education Outreach Administrator
IIE	Institute of International Education
IOC	International Outreach Council
IU	Indiana University
IUB	Indiana University Bloomington
IUPUI	Indiana University-Purdue University Indianapolis
LaC	Languages across the Curriculum
LACS	Latin American and Caribbean Studies
LAMC	Latin American Music Center
LAMP	Latin American Materials Project
LARRP	Latin Americanist Research Resources Project
LCTL	Less Commonly Taught Language
MDPI	Media Digitization and Preservation Initiative
MLCP	Minority Languages and Cultures Project
MSI	Minority Serving Institution
NACLA	North American Congress on Latin America
NTU	Navajo Technical University
OCLC	Online Computer Library Center
OIP	Office of International Programs
OSEA	Open School of Ethnography and Anthropology



OSU	Ohio State University
OVPDEMA	Office of the Vice President for Diversity, Equity, and Multicultural Affairs
OVPFAA	Office of the Vice Provost for Faculty and Academic Affairs
OVPIA	Office of the Vice President for International Affairs
OVPR	Offices of the Vice Provost for Research
SALALM	Seminar on the Acquisition of Latin American Library Materials
SGIS	School of Global and International Studies
SLW	Summer Language Workshop
SOTL	Scholarship of Teaching and Learning
SPEA	School of Public and Environmental Affairs
TPMA	Thomas P. Miller & Associates
UCLV	Universidad Central “Marta Abreu” de Las Villas, Santa Clara
UF	University of Florida
UITS	University Information Technology Services
UNAM	Universidad Nacional Autónoma de México
UPRB	Universidad de Puerto Rico Bayamón
WINHEC	World Indigenous Nations Higher Education Consortium
YM	Yucatec Maya



A. PROGRAM PLANNING AND BUDGET

A.1. Activities Related to Purpose of NRC. CLACS proposes to use Title VI funds to: 1) promote knowledge of Latin America through collaboration between disciplines and across world regions, within the School of Global and International Studies (SGIS), across Indiana University, and globally; 2) promote specialized linguistic and cultural knowledge of priority languages and less commonly taught languages (LCTLs) at IU and beyond; and 3) develop innovative and sustainable forms of outreach targeted at underserved communities. Through these pillars of collaboration, language/area studies, and outreach, CLACS is positioned, with Title VI support, to cement its position as a national leader in Latin American and Caribbean Studies (LACS), working within a 21st century framework of global and international studies.

Goal 1. Collaboration between disciplines and world regions within SGIS, across Indiana University, and globally. *Key Points: Title VI support will enable CLACS to fund joint initiatives with other IU area studies centers • CLACS will continue to expand collaboration with other IU schools like the Schools of Education, Music, and Media. • CLACS has developed a strategy to promote Latin American and Caribbean Studies at other IU campuses. • CLACS will use Title VI funds to further develop relationships with Latin American universities.*

Collaboration within SGIS. In 2012, CLACS joined IU's new School of Global and International Studies (SGIS), a school in the College of Arts and Sciences that unites four departments, 15 global/area studies centers/institutes, and six language programs/ resource centers in a state-of-the-art building opened by Secretary of State John Kerry in 2015. The founding Dean is Lee Feinstein, Ambassador to Poland under Barack Obama, and former Republican congressman Lee Hamilton, long-time chair of the House Committee on Foreign Affairs, is a faculty member. This bi-partisan approach to global and international studies has



created an environment that fosters open debate on world issues. Building upon this new institutional structure, CLACS has over the last four years established extensive interdisciplinary relationships with area centers that study Africa, Central Eurasia, Europe, and the Middle East, as well as increased partnerships with the Department of International Studies, the Department of Spanish and Portuguese, and the Department of French and Italian, also located in the building.

Most significantly, SGIS allows CLACS to collaborate in unprecedented ways with other global and area centers on outreach. Along with the other IU applicants for Title VI support, CLACS is requesting funds for several collaborative endeavors. A new International Education Outreach Administrator (IEOA), funded completely by SGIS, and a Director of Global Education Initiatives in IU's School of Education will coordinate collective initiatives aimed at curriculum internationalization and teacher training. To train future business professionals in linguistic and cultural proficiency when engaging with international business partners, CLACS will work with IU's CIBER to create 10 Portuguese/Brazil modules in Y1, as well as with its "Business Is Global" summer program for high school students, in Portuguese as well. CLACS will also support registration fees for business students at an annual business language competition. To train community college students in global skills, CLACS will partner with IU's Center for the Study of Global Change (CGC) and other SGIS units to create a Global Workforce Skills Certificate at Ivy Tech Community College of Indiana. CLACS also collaborates with CGC in the annual Institute for Campus and Curriculum Internationalization (ICCI). Finally, CLACS requests funds to support the coordinator of Bridges, a joint SGIS initiative that provides language and cultural instruction (Portuguese, in our case) to children in community settings.

Collaboration across Indiana University. Over the past four years, CLACS has made it a point of emphasis to strengthen its presence in the professional schools and at IU's other seven



campuses, encouraging specialized area knowledge in diverse professional fields. The Latin American Music Center at IU's renowned Jacobs School of Music has become a close partner in hosting a visiting Fulbright chair in Brazilian Music, co-sponsoring concerts and lectures, and doing musical outreach geared toward Bloomington's Latino community. With Title VI funds, CLACS will contribute 20% towards a lectureship in Latin American music, to teach three courses per semester that will be cross-listed with CLACS, coordinate a performance ensemble, and organize P-16 musical outreach. Another collaborating unit is the Center for Documentary Research and Practice (CDRP) at IU's Media School, with whom CLACS requests funds to invite one documentary filmmaker per year from Latin America to share their work with the IU campus and local community, including at least one other IU campus.

Collaboration with the seven other IU campuses is a key part of CLACS's proposal. IU's Latin Americanist/Caribbeanist faculty include 38 faculty from other campuses – IUPUI (Indianapolis), IU Northwest (Gary), IU South Bend, IU East (Richmond), and IU Southeast (New Albany). Our signature outreach project, the Globally Ready Digital Toolbox, will incorporate objects from collections at IUPUI and IU Southeast. In addition, our fall exhibition of photographs of Mexican braceros will visit IU Northwest. In order to expose students at regional IU campuses to world-class research in Latin American and Caribbean Studies, CLACS requests Title VI funds for affiliate faculty at other IU campuses (total enrollment 46,019) to bring visiting experts on Latin America to their campuses for talks and community events.

Global Collaboration. Our partnerships in Latin America have been enhanced through the establishment of a Gateway office in Mexico City, on the campus of the Universidad Nacional Autónoma de México (UNAM), part of IU's ongoing institutional commitment to establish university-wide partnerships with top universities globally. The Mexico City Gateway, as well as



its European counterpart in Berlin, have offered increased funding and opportunities for new collaborative research projects between CLACS affiliates and scholars of Latin America based in Mexico and Europe. In spring 2019, IU will organize a semester-long series of Mexico-centered events, with a conference focused on Mexico's indigenous literature and arts, that will build on the success of two workshops organized in May 2018 in Mexico City through the Gateway. CLACS requests funding to bring Mexican and domestic participants to the conference, with the goal of promoting critical knowledge of indigenous Mexican languages and cultures at IU. A parallel initiative focuses on the Maya-speaking region of Mexico, with two recent Mayan music and poetry events held with IU's renowned Jacobs School of Music. The Berlin Gateway also supports research on Latin America and the Caribbean, most notably through a 2020 conference there organized by CLACS director Anke Birkenmaier and a Polish collaborator on migration. CLACS requests funds for IU participants to travel to the conference.

In the Caribbean, in the wake of the thaw in U.S.-Cuba relations, IU launched the Cuba Initiative in 2015, which brought together an interdisciplinary committee of Cuba scholars and has resulted in an institutional partnership with Cuba's second-ranked research university, the Universidad Central "Marta Abreu" de las Villas. The Cuba Initiative has produced study abroad programs organized by the Kelley School of Business and the School of Public and Environmental Affairs. With the help of Title VI, we will develop a short-term study abroad program with UCLV in Santa Clara, creating an opportunity for students in the College of Arts and Sciences, particularly Spanish majors, to become immersed in Cuban Spanish and culture. This program will start in spring 2019, taking students to Havana and Santa Clara for four days of workshops, attended by IU and Cuban students, and taught by two IU faculty. Title VI funds will be used to pay for faculty travel expenses.



CLACS will also continue to develop international collaborations aimed at developing new textbooks for important Latin American less commonly taught languages (LCTLs). CLACS Maya instructor and senior lecturer Quetzil Castañeda has developed an ongoing relationship with the Universidad Intercultural Maya de Quintana Roo, and a collaboration with the Faculté de Linguistique Appliquée of the Université d'Etat d'Haïti is in the planning stage.

Goal 2. Promote specialized linguistic and cultural knowledge of priority languages and LCTLs at IU and beyond. Key points: *IU offers more foreign languages than any other U.S. university. • IU has increased Haitian Creole (HC) enrollments by 122% since 2014. • CLACS will develop new textbooks in HC and Yucatec Maya (YM). • CLACS will implement Languages across the Curriculum sections in International Studies courses and beyond. • Faculty strengths in minority languages and cultures and Brazilian studies are at the center of CLACS programs.*

Specialized Linguistic Knowledge. With 68 foreign languages taught, IU teaches more languages than any other university in the country, including five Latin American/Caribbean languages, three of which (Portuguese, HC, and YM) are LCTLs, and two of which (Portuguese and HC) are classified as priority languages by various federal agencies. IU also took the lead in initiating an agreement with Ohio State for IU students to take an additional priority language, Quechua, via synchronized distance learning. CLACS proposes to use Title VI funds to hire a new HC lecturer, develop textbooks in HC and YM, hold a workshop on Portuguese pedagogy in Indiana, and create a Languages across the Curriculum program in collaboration with the Department of International Studies and other SGIS area centers.

Building upon IU's historical strength in Haitian Studies (Haitian Creole has been offered at IU since the 1960s, and IU is home to the Creole Institute), and on a 122% increase in enrollments in Haitian Creole since 2013, CLACS requests Title VI funding for the creation of a



Haitian Creole lecturer position in Y2-Y4. As a demonstration of IU's ongoing commitment to the teaching of HC, SGIS has agreed to support the position at 50% in Y4. The lecturer will offer Haitian Creole courses at all levels, and work with recent Haitian Studies hires in Ethnomusicology and Public Health to create a potential pipeline of future American diplomats, business professionals, and scholars to do work in Haiti. To accelerate time to proficiency, CLACS also requests Title VI funding to cover a portion of the salary for a Haitian Creole instructor to offer intermediate courses in IU's FLAS-eligible Summer Language Workshop.

CLACS has longstanding experience in the development of language textbooks, including a [2011 textbook of Colombian Quechua](#), and an unmatched infrastructure at SGIS that will allow us to develop urgently needed textbooks in both YM and HC, with accompanying electronic platforms. Title VI funding will enable senior lecturer Castañeda to develop the first ever beginning and intermediate YM textbooks. With the help of a Title VI-funded summer salary, travel funds, a collaborator in the Yucatán, and an hourly graduate student, Castañeda will complete the YM manuscripts and work with collaborators in the Yucatán to generate audiovisual materials. The HC project, a joint initiative of the Univ. of Florida (UF) and IU, will draw on a 1988 textbook by CLACS affiliate Albert Valdman. The lead author will be Benjamin Hebblethwaite (UF). IU's HC lecturer will contribute materials to the textbook and work with Renauld Govain (dean of the Faculté de Linguistique Appliquée of the Université d'Etat d'Haïti) to incorporate audiovisual material from Haiti. CLACS requests a summer salary for the HC lecturer to work on the project and funds to pay the Haitian collaborator. These textbooks, which [IU Press](#) has agreed to publish and print, will also be publicly available (with accompanying audiovisual materials) through the open access [IU ScholarWorks](#) website. CLACS requests funds for IU Press to typeset, print, and market the textbooks, as well as to place them online.



To promote the study of LCTLs before students arrive at a four-year university, CLACS proposes a Y1 Indiana Portuguese Pedagogy Workshop. The event will bring together P-16 educators from Indiana high schools and community colleges; Portuguese-language faculty from IU, Notre Dame, and Purdue; and a guest from the Univ. of Georgia's federally funded Portuguese Flagship, which has already implemented Portuguese programs in Georgia schools. IU is uniquely positioned to offer such a workshop, since its Portuguese program is one of the oldest in the country (1961) and is one of the few to offer Portuguese at the minor, major, M.A., Ph.D. minor, and Ph.D. levels. The workshop will lay the groundwork for establishing a Portuguese program in public schools in at least two Indiana counties. CLACS requests Title VI support for travel expenses for P-16 teachers and invited guests.

CLACS has taken the lead in SGIS in developing an ambitious and unified vision for Languages across the Curriculum. CLACS requests funds for a supplementary stipend for graduate assistants (IU terminology: associate instructors, or AIs) to teach discussion sections of Spanish across the Curriculum as a one-credit add-on to International Studies courses, starting in spring of 2019. In Y2 and Y3, we will include additional INTL courses. By Y4, we will expand the Spanish discussion section beyond SGIS to the Department of Folklore and Ethnomusicology's large enrollment course on Global Pop Music. In parallel, Portuguese across the Curriculum, a one-credit add-on, will continue to be paired with English-language courses on Brazilian Cinema and Brazilian Culture. The CLACS Associate Director will be responsible for publicizing Languages across the Curriculum courses to students and establishing guidelines.

Specialized Cultural Knowledge. CLACS's strength in linguistic pedagogy for LCTLs is complemented by its training in those languages' cultures. The Minority Languages and Cultures Project (MLCP), founded in 2002, works at the intersection between specialized linguistic



knowledge in HC, YM, Quechua, and endangered indigenous languages, and contextualized cultural and historical analysis. The group has recently developed a focus on the environmental activism and claims to citizenship made by indigenous and Afro-descended cultures. CLACS is planning three activities related to this area of strength. In Y1, Anya Royce (Anthropology, IUB) will organize a conference on linguistic, cultural, and environmental activism among indigenous people in Mexico. Second, we request funds for an annual visit by a Latin American filmmaker who works with indigenous/African-descended communities to discuss strategies for sharing such indigenous/minority activism with the public, in collaboration with IU's Center for Documentary Research and Practice. Finally, we request funding for an interdisciplinary lecture series focusing on environmental activism. CLACS will share activities with the public via Facebook Live and schedule screenings of the filmmakers' work at other IU campuses.

A second focus for cultural knowledge at IU is Brazil. The Brazilian Studies Program (BSP) combines expertise in Portuguese with the study of Brazilian history, politics, and economics. In the last four years, Brazilian studies have grown at IU to encompass fields beyond language and literature. The CLACS Associate Director is a historian of Brazil; the Kelley School of Business has recently made a hire, Daniel Carvalho, with research on Brazilian business; and the director of the Ostrom Workshop (a privately-funded workshop that focuses on the applications of the social sciences in governance) is Lee Alston, an economist of Brazil. CLACS requests funding for a lecture series on public policy and business in Brazil, with the aim of further increasing interest in Brazilian studies and Portuguese among professional school students. The flagship event for the Brazilian Studies Group will be a Y4 conference comparing race in Brazil and Cuba, funded by Title VI and IU funding sources, in collaboration with



members of the Cuba Initiative, and the [Center for Research on Race and Ethnicity in Society](#).

Funds are also requested for the BSP coordinator to travel to Brazil twice to build collaborations.

Goal 2.C. Library Development. Title VI-funded library acquisitions will be designed to support the MLCP and BSP through materials related to the Andean, Haitian, Brazilian, and Mesoamerican linguistic and cultural areas, particularly in priority languages. We also ask for funding to support travel for Latin American librarian Luis González to develop linkages with libraries and enhance IU's collection. CLACS further seeks support for the modernization of the [Archivo Mesoamericano](#), a digital archive of nearly 300 films that chronicle labor and social movements in Central America between the 1970s and 1990s. Title VI funds will provide hourly support with translation and subtitling for Mellon Postdoc Mario Ramírez, who is migrating the archive to a new platform, so that a selection of films can be used in classrooms nationally.

Goal 3: Develop innovative and sustainable forms of outreach targeted at underserved communities. *Key Facts: CLACS is working with 12 IU museums/collections to develop a new online outreach tool for K-12 teaching in Indiana's rural counties. • CLACS faculty have begun to work with two new MSIs in Puerto Rico and New Mexico. • Two outreach positions at SGIS and the School of Education will coordinate an online portal for curriculum internationalization, a Global Competency Certificate for IU students, and a Global Educator Badge for teachers.*

K-12 Curriculum Internationalization and Teacher Training. CLACS is partnering with IU's African Studies Program to develop the Globally Ready Digital Toolbox, an open-access, web-based application for use in K-12 schools that will incorporate objects from 12 IU museum/research collections from three campuses. The site will be built around an interactive map with a selection of 120 2D/3D models of ethnographic objects, artworks, sound and video recordings, and rare manuscripts that have stories to tell about Latin America and Africa. (See



Section C.1.). CLACS requests Title VI for a graduate assistant to hold meetings with the project's Teacher Advisory Board, lead focus groups, and coordinate with the [Center for P-16 Research and Collaboration](#) at the IU School of Education to create lesson plans and curriculum modules that conform to Indiana Academic Standards. We also request funds to bring teachers (already contacted via a March 2018 needs assessment) to Bloomington to train them in the use of the web application, in preparation for a spring 2020 launch.

As stated above, in SGIS collective outreach activities will be coordinated by a new International Education Outreach Administrator. Building on existing initiatives, the IEOA will be the point person for administrators, teachers, and businesspeople across Indiana. The IEOA will also create Access Global, a digital learning platform that will offer teachers and students diverse perspectives on world issues and curriculum materials. CLACS requests funding in Y1 for the IEOA to develop Access Global. In addition, in order to integrate pedagogical knowledge from IU's School of Education with global training, a second outreach position has existed since 2014, the Director of Global Education Initiatives (V. Dimitrieska). Sponsored jointly by SGIS area studies centers and the School of Education, the Director has in the past four years coordinated a new dual immersion pilot program for the State of Indiana. She has also conducted teacher training during a yearly Dual Language-Immersion Summer Institute and workshops for middle and high school social studies teachers, as well as a workshop to share internationalization strategies with post-secondary faculty, and a principals' academy. With the help of Title VI funding from CLACS and the other IU centers, the Director of Global Education will develop a Global Competency Certificate for all IU students and a Global Educator Badge for pre-service and in-service teachers. This will facilitate the creation of consistent internationalization standards statewide for education at all levels.



In addition to SGIS's collective outreach effort, CLACS has also collaborated with the outreach coordinator of the Department of Spanish and Portuguese, who has connected Spanish and Portuguese majors through 1-credit experiential learning courses to K-12 institutions and community groups, mentoring students there in Spanish and Portuguese. CLACS requests Title VI support to organize a yearly showcase event for high school students in the State of Indiana, called GRANDExpo, showing students the importance of learning Spanish and Portuguese and familiarizing themselves with Latin American and Caribbean cultures. In Y2-Y4, we request funds to expand GRANDExpo to smaller events at other IU campuses. CLACS also requests funds to support Exploring Latin America through Electronic Resources and Music, a workshop developed by Latin America librarian González that brings P-16 teachers from around Indiana to receive training to the use of electronic resources and music to teach about Latin America.

Outreach to Community Colleges and MSIs. CLACS will participate in three IU-wide initiatives at the local, state, and national level. First, CLACS will work closely with Ivy Tech Community College Bloomington through an existing SGIS initiative called ICAB III (Internationalization Collaborative across Bloomington). Second, we will help develop the new Global Employability Certificate coordinated by the CGC to integrate global skills into the curriculum of Ivy Tech Indiana. Third, CLACS will use Title VI funds to participate in the Institute for Curriculum and Campus Internationalization (ICCI), a summer event organized by the CGC that brings faculty and staff from universities and colleges nationwide to Bloomington to learn best practices for internationalizing their own campuses. CLACS requests funds for ICAB, Global Employability, and ICCI to help fund events related to these three initiatives.

CLACS will be joining the CGC and the Center for the Study of the Middle East in a partnership with Navajo Technical University (NTU), a minority-serving institution (MSI) in



New Mexico. CLACS's role is to support NTU faculty efforts to incorporate comparative perspectives on Latin American indigenous cultures into their curriculum. CLACS Title VI funds will contribute to a contractual agreement with NTU-IU coordinator Amy Horowitz. We also request support to bring NTU faculty to ICCI and to support NTU faculty to the Smithsonian Folklife Festival and the conference of the World Indigenous Nations Higher Education Consortium (WINHEC). Finally, we request funds for CLACS faculty with research on Latin American indigenous cultures to travel to NTU to build research and curriculum collaborations.

In addition, CLACS and affiliate faculty in the School of Education are working with the University of Puerto Rico at Bayamón (UPRB) on a "Critical and Cultural Literacy" project targeted at UPRB pre-service teachers and teachers from nearby schools. It will be the first program to address literacy problems in an urban area of Puerto Rico and will train teachers to impart "critical and cultural literacy" skills to students, with a focus on building connections between Puerto Rico, the Caribbean, and Latin America. CLACS requests support to facilitate regular meetings between School of Education faculty and their counterparts at UPRB, funds to pay teacher mentors, and supply costs for children's books, focus groups, and a summer institute, as well as for a graduate hourly to assist program coordinators in Bloomington.

Other Funding Requests. Finally, CLACS requests funds to support faculty international travel for research and collaboration building, faculty domestic conference and collaboration travel, and travel for CLACS personnel to attend Title VI meetings in Y1. Funds are also requested for a graduate programming and reporting assistant to assist with NRC programming and data collection, and an undergraduate hourly to assist with outreach and communications.

A.2. Development Plan and Timeline. CLACS has designed all funded activities to lead to quantitative and qualitative results that demonstrate steady growth in impact over the grant



period, with key elements of the budget tied to the projected strengthening of the program. (See [Table C.1](#) and, for more detail, the Performance Measures in Appendix 4.) Table A.1 shows how the most important elements of our proposal will lead to a strengthened program, year by year.

Table A.1: Timeline and Projected Impact of Selected Activities on Program		
Activity	Timeline	Projected Result
Language Instruction Activities		
HC Summer Language Workshop	Decrease in T6 Support from 75% to 0% from Y1-Y4	Self-sustaining HC summer workshop
HC and YM Textbooks	Lesson development and audiovisual materials in Y1-Y3, production and digital platform in Y4	Published open-access HC and YM textbooks
Languages across the Curriculum (LaC)	Increase from 1 to 5 courses from Y1-Y4	LaC offerings in three departments
Area Studies Activities		
Minority Languages and Cultures Project (MLCP)	Y1 conference on indigenous languages and cultures in Mexico; Y1-Y4 MLCP speaker series; Y1-Y4 visiting MLCP documentary filmmaker (including visit to additional IU campus)	Increased int'l collaborations and student interest in area of faculty strength, at IUB and other campuses
Brazilian Studies Program and Cuba Initiative	Y1-Y4 Brazilian policy/business lecture series; Y1-Y4 support for new study abroad program in Cuba; Y4 conference on race in Brazil/Cuba	Increased prof. school student interest in Brazil; increased student interest in Cuba, both areas of faculty strength
Outreach Activities		
Globally Ready Digital Toolbox	Y1 selection and digitization of materials (IU funding); Y2 teacher training (T6 funding); Y3-Y4 incorporation of other world regions.	Digital Toolbox with over 150 digitized IU collections items for K-12 instructional use
Spanish and Portuguese GRANDExpo	Promotion of Spanish/Portuguese to high school students in Bloomington in Y1, expanding to 4 IU campuses by Y4	Increased exposure to Span./Port for Indiana high school students
Portuguese Pedagogy Workshop	Y1 workshop to gauge Indiana P-16 educator interest in offering Portuguese, Y2-Y3 planning, Y4 implementation in 2 Indiana public schools	Development of first Indiana Portuguese programs at high school/comm. college level
UPRB Puerto Rico Critical and Cultural Literacy (MSI)	Y1-Y4 training of pre-service teachers in critical/cultural literacy; Y4 IU presentation of results by UPRB collaborators	Implementation of critical/cultural literacy in select Puerto Rico public schools
NTU Global Indigenous Networking (MSI)	Y1-Y4 funding for internationalization conferences and indigenous collaboration building for faculty at Navajo Technical Univ.	Increased internationalization of NTU curriculum

A.3. Reasonableness of Costs. This proposal will prove cost effective because of IU's strong institutional support for international teaching, research, outreach, and administration, as well as CLACS's integration into SGIS's centralized support structure. This institutional support has allowed CLACS to develop a budget in which only 12.9% of NRC funds are allocated to administrative salaries, with the remaining costs spread among language instruction salaries, textbook development, outreach, area studies salaries and programming, support for faculty



travel, and evaluation and assessment. Furthermore, outreach projects like the Digital Toolbox are projected to be largely funded by IU sources and designed to be expanded to include objects from other world areas. Our external evaluators, Thomas P. Miller and Associates (TPMA) (See [Section C.4](#)) will ensure cost effectiveness in the implementation of project activities by providing ongoing feedback and evaluations that will allow for adjustments to reach stated goals.

A.4. Long-term Impact. CLACS has proposed activities with significant long-term impact at IU and beyond. FLAS funds and the HC lecturer position will draw students to study LCTLs and enable them to gain language skills for careers in areas of national need. Initiatives like the Brazilian Policy/Business lecture series and IU statewide speaker series will bring Latin America to students in the professional schools and on other IU campuses. Projects like the HC and YM textbooks, Digital Toolbox, and the Access Global learning platform will serve as ongoing resources for LCTL and P-16 students. CLACS has developed performance measures (Appendix 4) and an evaluation plan ([Section C.4](#)) with an external evaluation firm (TPMA) to ensure that impact from funded activities will be measured during the grant period and beyond.

B. QUALITY OF STAFF RESOURCES

B.1. Faculty and Staff Qualifications. CLACS has 149 affiliated faculty members who conduct research, teaching, or service on Latin America, of whom 30.2% (45) are in the professional schools, and 105 (69.8%) are in Arts and Sciences.

Table B.1: CLACS Faculty by % Effort Dedicated to LACS	
% Effort	# of Faculty
0-25%	37
26-50%	28
51-75%	17
76-100%	67

A total of 65 dedicate 100% of research, teaching, and service to Latin America-related topics (Table B.1). Since 2013, affiliates have published approximately 74 books/edited volumes and 645 articles/chapters. The faculty include recipients of numerous prestigious grants, including



Fulbright (18), NSF (12), NEH (7), Guggenheim (4), and SSRC (3). In addition, 43 faculty affiliates (28.9%) have received teaching awards at the institutional, state, or national levels.

Administratively, CLACS distinguishes itself through its highly qualified core staff and the centralized support staff of SGIS. Director Anke Birkenmaier (Ph.D., Spanish and Portuguese, Yale), has led CLACS after its incorporation into SGIS and the resulting reorganization of its staffing structure. A scholar of Cuban culture, she has helped establish a new Cuba Initiative at IU and energized Caribbean-focused activities and collaborations. Associate Director Bryan Pitts (M.A., Latin American Studies, Vanderbilt; Ph.D., History, Duke) came to IU after a postdoc in the NRC at the University of Georgia. His ties in Brazil, including the Brazilian Congress, will help CLACS expand the range of its Brazilian Studies initiative to include the political/policy realms. Academic secretary Katherine Cashman (M.A., Education, IUB) is responsible for course scheduling, website maintenance, and tracking job placements and alumni. Senior lecturer Quetzil Castañeda (Ph.D., Anthropology, SUNY Albany) has more than a decade of experience teaching Yucatec Maya at IU and at the yearly [Open School of Ethnography and Anthropology](#) (OSEA) field school in Yucatán. In fall 2018, he will begin a term as editor of the [Journal of Latin American and Caribbean Anthropology](#), the flagship journal in its field. Haitian Creole instructor David Tezil is a doctoral candidate in Linguistics and native speaker of the language, who over the last five years has more than doubled HC enrollments. CLACS also has two graduate assistants (GAs) who plan the annual graduate student conference and assist with programming and outreach. One of the graduate assistants in 2017-18 took a leading role in organizing the Globally Ready Digital Toolbox.

CLACS also benefits from the centralization of key administrative functions in SGIS. The School employs a 16-member [support staff](#) (not counting the deans, their staff, and advising



staff), including specialists in communications and marketing, development and grants, recruitment, finance, outreach, and global initiatives. The support of these staff, whose salaries represent an annual commitment of over \$1.2 million to international studies, enables area studies centers' core staff to redirect their efforts from day-to-day administration to program development, outreach, and the promotion of institutional and international linkages.

Professional Development. Between their home departments and various units on campus, CLACS faculty members receive approximately \$225,000 in internal research/travel funds each year. To facilitate continued research, many departments give tenured and tenure-track faculty a semester of paid research leave every seventh year. In addition, faculty members winning external fellowships receive a research leave supplement to bring their award in line with their regular salary. Support for research, travel, conference planning, and bringing guest speakers to IU is available through the Offices of the Vice Provost and Vice President for Research ([OVPR](#) and [OVPIA](#), respectively), the [College Arts and Humanities Institute \(CAHI\)](#), the [Ostrom Workshop](#), and the [Institute for Advanced Study](#). Through the [Office of the Vice Provost for Faculty and Academic Affairs \(OVFAA\)](#), faculty can participate in professional development initiatives like the [Scholarly Writing Program](#) and [Faculty Success Program](#), while the [Center for Innovation in Teaching and Learning \(CITL\)](#) helps them hone their teaching skills.

Advising, Teaching, and Supervision of Students. The average teaching load at IU is four courses per year, which allows faculty to devote significant time to advising. Overall, 44 CLACS faculty (28.5%) have received teaching awards at the university or state level. CLACS undergraduate minors have access to an academic advisor, Natalie Techentin (M.A., Hispanic Literatures, Indiana) and a career advisor, Will Reed ([Section H.2](#)). The CLACS Director and Associate Director advise CLACS undergraduates and M.A. students, while doctoral advising



occurs in students' home departments. Since 2013, CLACS affiliates have supervised the theses or dissertations of at least 474 graduate students. Also, in 2016-17 CLACS-affiliated faculty taught 114 non-language courses with 25-100% area content, with 3,828 students enrolled.

B.2. Adequacy of Staffing and Oversight. The CLACS director is appointed for a four-year term by the Dean of SGIS upon recommendation of the steering committee. The faculty steering committee oversees activities and makes policy, program, and curricular decisions. Four of its eight faculty members are elected every two years; the other four are appointed by the director, to ensure a balance of disciplines, professional schools, and perspectives. There are also 5 ex-officio members. Currently, the steering committee includes 7 members from 4 departments in the College of Arts and Sciences, 5 members from 4 professional schools, and the Latin American Studies librarian. The committee also has a graduate and undergraduate student representative. There are at least two ad-hoc committees each year, to decide on admission to the M.A. program and graduate student travel funding. Each CLACS research groups has a coordinator: Daniel Suslak (Anthropology) serves as MLCP coordinator, Bryan Pitts (CLACS) directs Brazilian Studies, and Gerardo González (Education) spearheads the Cuba Initiative.

As part of SGIS, CLACS benefits from a centralized organizational structure. Hilary Kahn, a Latin Americanist anthropologist, is Assistant Dean for International Education and Global Initiatives and oversees all 15 of SGIS's global and area studies centers. Finance Director Amy Van Pelt works with deans and center directors to ensure adequate funding and oversee all financial transactions. Grant Specialist Kristina McReynolds coordinates grant applications, helping ensure consistent narratives and feasible budgets while coordinating with the Office of Research Administration. Starting in fall 2018, outreach initiatives will be coordinated by an International Education Outreach Administrator and a Director of Global Education (Sections



A.1.A and A.3.A). This arrangement facilitates consistency across centers and minimizes redundant staffing costs and errors in budgeting, accounting, and reporting.

B.3. Non-Discriminatory Practices. IU, CLACS, and affiliated departments encourage applications from members of traditionally underrepresented groups, and the university has a Vice Provost of Diversity and Inclusion (CLACS affiliate John Nieto-Phillips, History) who ensures fair hiring practices that promote faculty and staff diversity. IU prohibits discrimination based on age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status. In addition, the University Faculty Council has expanded the policy to cover citizenship, familial obligations, gender expression, ancestry, or socio-economic background. In CLACS, two of the three core staff (and 12 out of 16 SGIS support staff) are women, and both the senior lecturer and associate instructor who teach Maya and Haitian Creole belong to underrepresented groups. Women make up 45.6% of CLACS affiliate faculty members (68 of 149), and 40.9% (61 of 149) belong to underrepresented racial/ethnic minorities. To ensure equal opportunity, IU's Office of Affirmative Action reviews and enforces university policies governing disabilities, sexual misconduct, domestic partner benefits, religious observance accommodation, diversity, and consensual relationships.

C. IMPACT AND EVALUATION

C.1. Impact. Over more than fifty years, CLACS has prepared IU graduates to put their Latin American and Caribbean expertise into practice in their careers. Since 1965, CLACS has produced over 270 M.A. graduates, many of whom went on to careers in higher education, as teachers, area librarians, attorneys, and in the State Department. CLACS continues to have significant impact on IU students: in 2016-17, across all campuses, non-language IU courses with at least 25% Latin America or Caribbean content enrolled 5,622 students, while language



courses (not including) at IUB and IUPUI reached 7,699 students. Latin American area studies minors and Spanish and Portuguese majors/minors currently number around 875. Outreach events organized (or participated in) by SGIS, CLACS, and the Department of Spanish and Portuguese reached nearly 40,000 people in the two years between 2016 and 2018 ([Table I.1](#)). The Globally Ready Digital Toolbox (currently under development) will reach an estimated 53,000 K-12 students in public schools in 11 targeted Southwest Central Indiana counties.

C.2. National Needs and Public Dissemination. To better direct students toward careers in areas of national need, [SGIS Career Services](#) has created a new funding structure for internships and initiatives focused on careers in the non-profit sector and international affairs. These include the [Peace Corps Prep Program](#) (trained 213 students in 2017-18) and the [Diplomacy Lab](#) (272 students enrolled since 2016). As [the university that offers the most foreign languages](#) (68) in the U.S., government agencies like the Defense Department and CIA regularly recruit IU students, and non-profit agencies and businesses attend annual [Fall and Winter Career and Internship Fairs](#). Through our partnership with IU's School of Education's [Center for P-16 Research and Collaboration](#), SGIS and CLACS have helped train future educators in global and area competency. Finally, SGIS has partnered with [Ascend Indiana](#) to connect IU students with Indiana employers globally. CLACS also achieves public dissemination of knowledge through affiliated faculty members' continued contributions to media outlets ([Table I.2](#)).

C.3. Equal Access. Equal access and treatment of eligible students and other participants are guaranteed by IU policies. CLACS is part of a coordinated effort at IU to increase participation of underrepresented populations through hiring, outreach activities, new overseas studies initiatives, and other programming. IU's [Groups Scholars Program](#) for low-income and first-generation students and the [Hudson & Holland Scholars Program](#) for high achieving,



underrepresented minority students have further ensured that students have equal access to opportunities at IU, including CLACS curriculum, programming, and outreach. The university allocates funds for recruitment and retention of diverse faculty and has developed a diversity plan for each of IU's seven campuses. In addition, three fully funded study abroad programs in the Dominican Republic, Brazil, and Peru target students from underrepresented minorities, exposing them to different cultures, increasing their cultural and linguistic fluency, and enhancing their career competitiveness. CLACS also works with [La Casa Latino Cultural Center](#) to share curricular and funding opportunities with Hispanic/Latino students at IU. IU's American Disabilities Act coordinator works with all employees and students who need additional services. (See also [Section B.3](#) and the statement on Diverse Perspectives and Wide Range of Views.)

C.4. Evaluation Plan. IU has selected [Thomas P. Miller & Associates](#) (TPMA) as the third-party evaluator for its area centers' Title VI applications. TPMA's recent experience includes more than 20 large-scale, multi-year, and multi-site evaluations across the country over the past five years. These evaluations have included Department of Education grants – such as Title III, Teacher Quality Partnership, and Hispanic Serving Institutions Science, Technology, Engineering, and Math grants – and U.S. Department of Labor multi-year grants, many of which are multi-site consortia grants. TPMA thus is well versed in tracking performance measures, progress towards outcomes, implementation of grant activities, and fidelity to program models. With a single evaluation team for all funded centers at IU, the evaluations will be able to efficiently gather data across centers and measure progress towards grant goals for each NRC grantee, while also considering evaluation findings that apply to multiple centers.

CLACS will measure progress toward key goals by using Performance Measures that are specific, measurable, and time-bound. Table C.1 summarizes CLACS's goals, performance



measures, and activities. The complete Performance Measure Form includes data indicators, frequency, sources, baselines, and target estimates (Appendix 4).

Table C.1: NRC Performance Measure Form (Summary)	
Project Goal 1: To promote collaboration between disciplines and world regions, within SGIS, across Indiana University, and globally.	
Performance Measures	Activities
1. Increase the number of CLACS instructional, curricular, and outreach collaborations with other SGIS global/area studies centers by 7 by the end of the grant period.	1a. Develop Languages across the Curriculum (LaC) component for International Studies courses in collaboration with Arabic Flagship, and Chinese Flagship, and Turkish Flagship.
	1b. Develop Globally Ready Digital Toolbox in collaboration with African Studies Program (ASP) and Institute for European Studies (EURO).
	1c. Develop internationalization and professionalization opportunities at Navajo Technical University (NTU) in collaboration with the Center for the Study of Global Change (CGC) and the Center for the Study of the Middle East (CSME).
2. Increase the number of CLACS research, instructional, curricular, and outreach collaborations with professional schools by 4 by the end of the grant period.	2a. Develop collaborations around Latin American music and film with Jacobs School of Music and Media School.
	2b. Develop teacher training programs focusing on inter-nationalization and LCTLs in collaboration with School of Education (SoE).
	2c. Develop language training and outreach activities in collaboration with the Kelley School of Business Center for International Business Education and Research (CIBER).
3. Increase the number of international research collaborations for faculty and international experiences for IU students to 60 by the end of the grant period.	3a. Develop new opportunities for faculty research collaborations with Latin American universities.
	3b. Develop new international experience opportunities for IU students in Latin America and the Caribbean.
Project Goal 2: To promote specialized linguistic and cultural knowledge of priority languages and LCTLs at Indiana University and beyond.	
Performance Measure	Activities
1. Increase enrollments in Latin American and Caribbean LCTLs by at least 10% by end of grant period.	1a. Hire HC lecturer in Y2 to teach all language levels and develop Haitian Studies courses.
	1b. Use synchronized distance learning, through Big Ten Academic Alliance (BTAA), to increase enrollments in Yucatec Maya (YM).
	1c. Develop a recruitment strategy through Brazilian Studies Program to demonstrate the importance of Portuguese and Brazil to IU students.
2. Increase use of knowledge about Latin America and the Caribbean in scholarship, teaching, and outreach and interinstitutional and international collaborations for 50 conference and special event/lecture attendees annually.	2a. Hold Y1 Conference on indigenous language and cultural activism and preservation in Mexico.
	2b. Hold Y4 conference on comparative race in Brazil and Cuba.
	2c. Establish a lecture series with invited minority activists and scholars from Latin America and the Caribbean, including public lectures to the Bloomington community and/or other IU campuses.
3. Develop two textbooks to provide up-to-date instruction in Latin American priority languages and LCTLs by the end of grant period.	3a. Develop a beginning Haitian Creole textbook for English speakers.
	3b. Develop and a beginning Yucatec Maya textbook for English speakers.



Project Goal 3: To develop innovative and sustainable forms of outreach targeted at underserved communities through collaborations with K-12 schools, minority serving institutions, and community colleges.	
Performance Measure	Activities
1. Implement teacher training and curriculum internationalization activities in at least 20 Indiana K-12 public schools.	1a. Develop teacher training program in curricular use of Globally Ready Digital Toolbox.
	1b. Hold Y1 Portuguese Pedagogy Workshop to train Indiana K-12 teachers and administrators in development of Portuguese programs at the high school level.
2. Develop sustainable collaborations with at least 2 MSIs/ community colleges focused on curriculum internationalization and teacher training by end of grant period.	2a. Develop collaboration with IU School of Education and Universidad de Puerto Rico Bayamón to train teachers in critical and cultural literacy.
	2b. Develop collaborations with Navajo Technical University faculty to internationalize their curriculum and build collaborations with indigenous institutions of higher education in LAC region.
3. Increase number of participants engaged by outreach/media initiatives delivered to the wider community by 50% by the end of the grant period.	3a. Partner with Spanish and Portuguese outreach/service learning coordinator and Latin American music visiting lecturer to share Latin American and Caribbean languages and music with the community.
	3b. Develop a Public Scholarship prize to incentivize and track faculty contributions to local and national media outlets in written, audio, or TV/video format.
	3c. Enhance social media presence by using CLACS Instagram/Twitter accounts to discuss culture and current events in Latin America through short contributions from CLACS faculty and graduate students.

The evaluation will answer the following four questions. The overarching goal is to collect and analyze quantifiable, outcome-measure-oriented data to use for continuous improvement. The methodology includes stakeholder surveys to measure satisfaction and gather feedback, as well collecting and analyzing outcomes data, with a focus on the following areas.

Table C.2: Evaluation Methodology	
Evaluation Question 1: To what extent is the Center meeting its target data indicators, as identified in the Performance Measure Form (PMF)?	
Data Source	CLACS sends report summary on PMF data indicators
Analysis	TPMA will review report
Schedule	Annual (Y1-Y4)
Deliverable	Annual phone calls with CLACS and annual in-person meetings to discuss trends. Meetings include data discussion for RQ1 and all other RQs
Evaluation Question 2: What is the overall satisfaction of faculty with grant-related collaborative and internationalization efforts, and how can this feedback be used to facilitate improvements for students?	
Data Source	Online survey of faculty to measure satisfaction and gather feedback based on their participation in grant-related collaboration and internationalization efforts (facilitating research collaborations and developing study abroad programs, for example).
Analysis	TPMA will disaggregate and clean data, and conduct a descriptive analysis
Schedule	Annual (Y1-Y4)
Deliverable	Findings in report that are presented to CLACS to facilitate continuous improvement of research collaborations and international experience opportunities for students
Evaluation Question 3: What is the overall satisfaction of stakeholders with CLACS-related events and activities?	
Data Source	Online satisfaction survey of participants in CLACS-related events and activities
Analysis	TPMA will disaggregate and clean data, and conduct descriptive analysis



Schedule	Surveys can be administered as often as needed by CLACS after various grant-funded events and activities but will only be analyzed up to four times per year by TPMA (specific timeline to be determine with CLACS once schedule of activities is finalized)
Deliverable	Summary of survey findings – up to 4 per year – to facilitate continuous improvement of CLACS-related events and activities during the formative and summative evaluation
Evaluation Question 4: To what extent do alumni experience improved college and career outcomes, such as international studies and work in Latin American or Caribbean Studies (LACS)-related positions, as a result of their participation in LACS?	
Data Source	Online survey of CLACS alumni, including FLAS alumni, to measure outcomes such as current college status, employment (including whether employment is in area of national need), and utilization of language and other relevant cultural skills in their career
Analysis	TPMA will disaggregate and clean data, and conduct descriptive analysis
Schedule	Pilot survey in Y1; annual CLACS alumni survey; and survey of FLAS alumni once every 2 years for 8 years
Deliverable	Annual summary of survey findings report presented to CLACS to inform continuous improvement activities

The following chart shows the timeline for the formative and summative evaluation.

TPMA will collect and report data with enough time to include evaluation findings in CLACS's annual update to the Department of Education. Specific timelines will be finalized with TPMA.

Table C.3: Evaluation Timeline	
Year 1 Key Activities	Faculty satisfaction and experience survey and survey summary report CLACS and FLAS alumni survey and survey summary reports PMF indicator review Participant satisfaction surveys and survey summary reports (up to 4)
Year 2 Key Activities	Faculty satisfaction and experience survey and survey summary report CLACS alumni survey and survey summary report PMF indicator review Participant satisfaction surveys and survey summary reports (up to 4)
Year 3 Key Activities	Faculty satisfaction and experience survey and survey summary report CLACS and FLAS alumni survey and survey summary reports PMF indicator review Participant satisfaction surveys and survey summary reports (up to 4)
Year 4 Key Activities	Faculty satisfaction and experience survey and survey summary report CLACS alumni survey and survey summary report PMF indicator review Participant satisfaction surveys and survey summary reports (up to 4)

CLACS will use evaluation data to improve its program continuously, just as it has with previous internal evaluations. In 2014, after several IU area studies centers, including CLACS, failed to secure Title VI funding, a committee of eight SGIS faculty members, including CLACS affiliate Eduardo Brondizio, conducted a thorough review of global and area studies at IU. Based



on the conclusions of this report and other internal reviews, SGIS and CLACS revamped and unified their institutional structure and programming, particularly in the area of outreach.

C.5. Student Placement. CLACS placement data from 2014-18 show that 25% of graduates found positions in higher education, 8% in the non-for profit sector, and 7% in professional fields such as libraries, public health, and informatics. Latin Americanist and Caribbeanist graduates of the History and Folklore/ Ethnomusicology programs have secured tenure-track jobs and top universities nationally (UT Austin, Pittsburgh, Oregon, Oklahoma State, Brandeis, and others). In the School of Public and Environmental Affairs (SPEA), dual Latin American Studies M.A. graduates have found work in the government sector as well as in the educational and non-profit sectors (Partners of the Americas or Broward County Schoolboard, for example). Over the last five years, more than 40% of B.A. graduates with either a minor or a certificate in LACS found jobs in areas of national need, such as the non-profit sector (CIEE, Indiana Ascend), K-12 education (Teach for America), and government or state jobs (City of Bloomington, U.S. government). An additional 15% moved on to graduate training at universities like Boston College, Harvard, Northwestern, University of Chicago, and Tennessee. SPEA B.A.s with second majors in Spanish and Portuguese have found employment in federal and local jobs in the Defense Department and Miami Downtown Development), as well as in and the arts and entertainment sector (New Mexico Symphony Orchestra, Indianapolis Museum of Art). For information on efforts in CLACS and SGIS to increase the number of graduates who seek employment in education or areas of national need, see Section C.2.

C.6/C.7. Improved Supply of Specialists/FLAS National Needs. With over 270 graduates from its M.A. program, and with Portuguese and Haitian Creole offered continuously for over half a century, CLACS has trained generations of specialists in the languages and



cultures of Latin America and the Caribbean. This tradition continues today, 7,519 undergraduate and graduate students enrolled in Spanish and 109 Portuguese in 2016-17. An additional 49 students took HC courses in 2017-18. The language textbooks that CLACS faculty will develop over the next four years will extend this impact beyond IU and shape a generation of Haitian Creole and Maya learners. As Section C.5 shows, recent graduates have gone on to careers in areas of national need. And FLAS funding will further address national needs, education, business, and non-profit specialists in the world's sixth-most spoken language (Portuguese), the language of a key recipient of US aid and emerging trade partner (Haiti), and two of the most important indigenous languages of the hemisphere (Quechua and Maya).

D. COMMITMENT TO THE SUBJECT AREA ON WHICH THE CENTER FOCUSES

Table D.1: Institutional Support for Latin American and Caribbean Studies, 2017-18	
Salaries and Benefits	
Faculty Salaries/Benefits	\$11,752,556
CLACS Administrative/Advising Staff	\$169,965
SGIS Support Staff	\$1,202,339
Library Staff	\$376,501
Overseas Study Staff	\$137,119
Student Support	
Graduate Student Tuition/Fee Remission	\$2,202,156
Graduate Student Stipends	\$1,039,500
Graduate Student Health Insurance	\$202,884
Student Research/Travel Support	\$110,000
Other Support	
CLACS Operating Budget	\$15,000
Library Acquisitions	\$117,739
Faculty Research/Travel Support	\$225,000
Mexico Gateway	\$150,000
Total Institutional Support	\$17,700,159

D.1. Support for Center Operations.

IU's direct annual support for CLACS totals nearly \$400,000, including a salary supplement for the Director and salaries for an Associate Director, academic secretary, senior lecturer, and AI along with support for two graduate assistants (GA) and a discretionary fund. SGIS has invested an additional \$1.2 million in shared support services, including financial and travel services, grant evaluation, communications, event planning, web design, career services, experiential learning programs, alumni relations, and outreach administration, all in the same building. Representing a \$52 million investment, the 165,000 square-foot Global and International Studies Building houses global and area studies



centers, the Dept. of International Studies, foreign language departments, three language flagship programs, and the Summer Language Workshop. With a 150-seat lecture hall, more than 30 classrooms and conference rooms, and ample workspace (including three offices and six work stations for CLACS), the building is the hub for global, area, and language studies at IU.

Support for Teaching Staff. IU has 149 affiliated faculty members, of which 66 (44%) focus 100% of their research and teaching on Latin America and the Caribbean ([Table B.1](#)). This includes 18 at IUPUI, two at IU Northwest, two at IU East, one at IU South Bend. Between 2014 and 2018, IU hired 15 new CLACS-affiliated faculty across the humanities and professional schools, in fields as diverse as Law, Business, International Studies, Spanish and Portuguese, Folklore and Ethnomusicology, and Public Health, with regional specializations including the US-Mexico border, Haiti, Ecuador, Peru, and Brazil, among others. All told, in 2017-18, IU spent \$11,752,556 in salaries and fringe benefits for Latin Americanist/Caribbeanist faculty. IU also offers ample support for faculty research, including at least \$225,000 in annual funds for research, conference travel, faculty exchange, and linkage-building through offices like the [Office of the Vice President for International Affairs](#) (OVPIA), which granted nearly \$75,000 in such support to Latin America-related faculty initiatives between 2014 and 2017.

Support for Library Resources. Funding for library acquisitions and staff totals nearly \$500,000, including a dedicated LACS librarian and a Mellon postdoc reorganizing the Archivo Mesoamericano, a major IU collection. This support has enabled IU to amass the country's eighth-largest Latin America collection. (See [Section E](#) for more on library resources.)

Support for International Linkages. Through its new [Global Gateway Network](#), IU has developed a landmark model for establishing a global presence, with permanently staffed offices in Beijing, New Delhi, Berlin, and Mexico City that serve as hubs for scholarly and alumni



exchanges across the entire region. [The Gateway in Mexico City](#) offers a variety of seed and research grants, ranging from \$5,000 to \$50,000, to support faculty linkages with Latin America. IU's special attention to Latin America is demonstrated through the fact that another office is under consideration for São Paulo. Encouraged by IU's [Bicentennial Plan](#) priority to build "active partnerships with higher education institutions worldwide," CLACS has worked with OVPIA to form new partnerships with Latin American universities. In 2015, the Cuba Initiative, housed at CLACS, was started by Gerardo González (Education), resulting in a partnership contract with the Universidad Central de Las Villas (UCLV) in Santa Clara, Cuba. CLACS also continues to engage with institutional partners at the Academia Brasileira de Letras and Universidad Nacional Autónoma de México, with support from OVPIA for short-term stays for faculty and students. Also, the Fulbright Chair in Music, an agreement between Brazil's Fulbright Commission, CLACS, and IU's renowned Jacobs School of Music, was renewed last year for a second five-year term. It enables Brazilian scholars of music and musicology to spend a semester at IU offering classes or lectures and staging concerts for performers, composers, ethnomusicologists, students, and the community. There are a number of other linkages between individual IU schools and universities in the region, closely coordinated with CLACS (See Table D.2). Noteworthy examples include the linkages of the [Center for the Analysis of Social Ecological Landscapes \(CASEL\)](#), headed by affiliate Eduardo Brondizio.

Table D.2: Selected International Linkages			
Coordinator	Country	Institution	Linkage Purpose
James, D. (History)	Argentina	Univ. de Buenos Aires	Research
Brondizio, E. (Anthropology)	Brazil	Escola Nacional de Saúde Pública	Public engagement
		Fundação Osvaldo Cruz	Research
		Instituto Nacional de Pesquisa Espacial	Research
		Muséu Paraense Emílio Goeldi	Public engagement
		Univ. de São Paulo	Research
		Univ. Estadual de Campinas	Research
CLACS/LAMC	Brazil	Univ. Federal do Maranhão	Research
		Comissão Fulbright	Exchange
Cook, D. (Anthropology)	Brazil	Fundação Osvaldo Cruz	Research



		Univ. de Brasília Univ. Federal do Rio de Janeiro	Research Research
Pitts, B. (CLACS)	Brazil	Câmara dos Deputados Fundação Getúlio Vargas	Research Research
Office of Int'l Programs (OIP)	Brazil	Academia Brasileira de Letras	Exchange
Seigel, M. (American Studies)	Brazil	Univ. de São Paulo	Research
Siqueira, A. (Int'l Studies)	Brazil	Univ. de Brasília Univ. de São Paulo Univ. do Vale do Paraíba Univ. Federal do Maranhão	Research Research Research Research
Fargo, T. (Media School)	Chile	Pontificia Univ. Católica de Chile	Teaching
Rosenthal, O. (Span./Port.)	Chile	Univ. de Chile	Research
OVPIA	Cuba	Univ. Central Marta Abreu de las Villas	Study abroad
Beeker, C. (Public Health)	D.R.	Ministerio de Cultura	Public engagement
Willis, E. (Span./Port.)	D.R.	Pont. Univ. Católica Madre y Maestra	Study abroad
Abhyankar, R. (SPEA)	Ecuador	Univ. de San Francisco de Quito	Teaching
Seigel, M. (American Studies)	Guatemala	Kayb'alan Centro de Análisis, Formación y Incidencia del Pueblo Maya	Public engagement
Rosenberg, M. (Public Health)	Haiti	Fonkoze Microfinance	Public engagement
Valdman, A. (French/Italian)	Haiti	Univ. d'Etat d'Haïti	Research
Castañeda, Q. (CLACS)	Mexico	Univ. Intercultural Maya	Research
OIP (Office of Int'l Programs)	Mexico	Univ. Nacional Autónoma de México	Study abroad
Seigel, M. (American Studies)	Mexico	Tepoztlán Institute	Research

Support for Outreach. SGIS Title VI programs jointly fund a Director of Global Education Initiatives in the School of Education. SGIS has also created a new full-time International Education Outreach Administrator position, starting in fall 2018 (Section A.1.A and A.3.A). Finally, the College of Arts and Sciences funds an outreach position in the Department of Spanish and Portuguese. (See [Section I](#) for further information on outreach.)

Support for Students. IU supports undergraduate study abroad and graduate study, research, and professionalization through a wide range of funding opportunities. For study abroad, undergraduate students can receive funding from SGIS (Anderson and James D. Fielding scholarships), the Hutton Honors College, and Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA). To support undergraduate internships, SGIS offers a Dean's Scholarship. Most incoming CLACS M.A. students receive full support through graduate assistantships in CLACS or International Studies. CLACS holds two more associate instructorships in Spanish and Portuguese, which include tuition and fee remission, health



insurance, and a stipend. CLACS also provides a total of \$20,000 in annual support to an average of 12 graduate students for field research through Tinker Field Research grants. CLACS graduate students are eligible for internal conference and research grants administered by the College of Arts and Sciences and the College Arts and Humanities Institute (CAHI), among many others.

E. STRENGTH OF LIBRARY

E.1. Strength of Holdings. The [IU Libraries](#) system is among the best in the nation. As of 2016, with 10.4 million volumes IU Libraries was the 14th largest public university research library in the U.S. (second largest in the Big Ten), figuring prominently among the select group of 114 institutions forming the prestigious Association of Research Libraries (ARL). Within this group, IU Libraries ranks fifth among Midwestern institutions in relation to library expenditures. For the FY 2018, the materials budget was \$14.7 million – an increase of 16% since 2014. IU provides access to a vast selection of non-print resources, including 1,871 electronic databases, 60,000 electronic journal subscriptions, 1.06 million media objects, and over 1.9 million e-books.

The Latin American collection in the Herman B. Wells Library in Bloomington consists of 392,000 monographs and 251 subscriptions. While the whole region is well represented in the library collection, the holdings are particularly strong in materials relating to Argentina, Brazil, Mexico, the Andean countries, and the Hispanic Caribbean. Modern Central America is a unique area of strength with the [Archivo Mesoamericano](#), collection of historical and ethnographic video content from El Salvador, Nicaragua, and Mexico dating from 1970-1999. History, language, literature, anthropology, and folklore are the best represented subjects.

The world-renowned [Lilly Library](#) of rare books and manuscripts holds more than 60,000 imprints and 30,000 manuscripts ranging from the discovery of the Americas through the early nineteenth century. The [Bernardo Mendel](#) and Charles Boxer collections, primary sources from



Mexico, the Caribbean, the Andes, and Brazil, are uniquely significant. There are also over 40,000 volumes of official publications, legislation, censuses, and maps, as well as a large collection of microfilm sets, housed in Government Information, Maps, and Microform Services. Ethnographic collections are preserved in the [Mathers Museum of World Cultures](#), while unique manuscripts, photos, artwork, and artifacts concerning human sexuality are available at the [Kinsey Institute](#). Latin America is well represented among the over 40,000 objects in IU's [Eskenazi Museum of Art](#). Finally, the archive at the [Latin American Music Center](#) boasts more than 8,000 items of Latin American popular, traditional, and classical music. The collection is complemented with the unique Latin American recordings in the [Archives of Traditional Music](#).

Acquisitions and Staff. Area and international studies are a top institutional priority at IU. Even amidst nationwide funding constraints at public universities, the baseline acquisitions budget for Latin American humanities and social sciences rose by 8% from \$109,020 in 2013-14 to \$117,739 in 2017-18. This allocation is mainly dedicated to acquisition of materials published in the vernacular languages of the hemisphere (primarily Spanish and Portuguese, but also Maya, Quechua, and other indigenous languages). The Latin American budget has been leveraged by monies from the budgets for Ibero-American literature (\$90,199) and Latino Studies (\$20,385). Additionally, since 2014, the IU Libraries has contributed \$172,000 from central funds for the purchase of unique print collections, as well as full text searchable archives that support teaching and research on Latin American and Caribbean topics. These include a vintage collection of Ediciones Vigía artists' books from Cuba and digitized primary source and newspaper databases.

IU Libraries employs a full-time Latin American librarian, Brazilianist historian Luis A. González, and a half-time collection assistant. Eleven support staff in the Acquisitions Unit and all eighteen members of the Western European Cataloging Unit provide regular support.



Altogether, this represents \$404,481 in librarian and staff salary support for the Latin American collection. Finally, Council on Library and Information Resources (CLIR) postdoctoral fellow Mario Ramírez is currently working with IU Libraries and CLACS to update the Archivo Mesoamericano and transfer it to a new digital platform for ongoing sustainability and long-term access and preservation of invaluable video content from Mexico and Central America.

Cooperative Arrangements. As a national leader in the development of digital technologies, IU Libraries is a founding member of the [HathiTrust Digital Library](#), a repository with 13.5 million volumes. A recent ambitious undertaking spearheaded by the Libraries is the [Media Digitization and Preservation Initiative](#) (MDPI), furthering IU's commitment to digitization, perseverance, and free online access to audio/video materials of scholarly value. An in-house bibliographic database – [Researching Brazil/Pesquisa no Brasil](#) – provides better indexing to the scholarly history and social science journal literature from Brazil. The libraries maintain long-standing cooperative agreements with the Online Computer Library Center, the Big Ten Academic Alliance (BTAA), and the Center for Research Libraries. The Libraries also contributes to two key CRL-coordinated initiatives: the [Latin American Materials Project](#) (LAMP) and the [Latin Americanist Research Resources Project](#) (LARRP). LAMP converts “at risk” Latin American research collections into microform and digital formats. LARRP's key initiative is the Distributed Resources Project, which seeks to strengthen the coverage of monographs and special collections produced in Latin America through creating a network of collections. Finally, González served as President of the [Seminar on the Acquisition of Latin American Library Materials](#) (SALALM), an international librarian organization that promotes cooperation in collection development, preservation, and access to Latin America materials.



External Access. In 2017, IU Libraries ranked seventh nationally as a net lender of materials requested via interlibrary loan service, loaning 30,390 volumes to other institutions. All IU libraries are open to the public, and users not affiliated with IU can gain access to library collections and services, including borrowing privileges, by providing proof of Indiana residency or by requesting a guest account. As a participant of the BTAA Reciprocal Borrowing Program and the OCLC Reciprocal Faculty Borrowing Program, IU Libraries grants borrowing privileges to graduate students and faculty at other participating institutions. Furthermore, consortium agreements with the Center for Research Libraries extend interlibrary loan opportunities to both national and international users. Furthermore, IU maintains an open access policy that makes faculty research publicly available on the internet via [IUScholarWorks](#), the digital institutional repository. IUScholarWorks provides long-term preservation of and unrestricted access to faculty publications, conference presentations, and materials for users around the world. Finally, to reach residents of rural Indiana, particularly at the K-12 level, IU Libraries has recently joined an effort developed by CLACS to digitize key archival holdings related to Latin America so they can be shared with rural school districts online, the Digital Toolbox. (See Section 9.A).

F. QUALITY OF THE CENTER'S NON-LANGUAGE INSTRUCTIONAL PROGRAM

F.1. Quality and Extent of Course Offerings. IU has affiliate faculty and offers courses with LACS content in 31 disciplines and schools, covering virtually every country in the region. In 2016-17, CLACS faculty offered 35 non-language

courses with 100% LACS content (including courses on Spanish and Portuguese literature and culture), focusing on a specific country, sub-region, or the region as a whole (Table F.1.) These courses were offered not only in the College of Arts and Sciences, but also in Business,

Table F.1: CLACS Courses by % LACS Content, 2016-17	
% LACS Content	# of Courses
25%	49
50%	38
75%	5
100%	35



Education, and Music. Tenure-stream faculty teach virtually all courses; except for basic language courses, AIs do not routinely teach at IU. Non-language courses are taught by some of the top scholars in their fields. For example, Jeffrey Gould, (History, IUB), has written four books and produced several documentary films on Central American history. John McDowell (Folklore and Ethnomusicology, IUB) has authored five monographs and co-authored a Quechua textbook. Faculty are distributed widely across disciplines and professional schools (Table F.2)

Professional School Course Offerings. The professional schools have made five hires in

Table F.2: CLACS Faculty by Dept. and Professional School	
Discipline (Arts and Sciences)	# of Faculty
A-AA Diaspora Studies	2
American Studies	3
Anthropology	18
Biology	1
Comp. Lit.	2
Earth Sciences	1
Economics	5
English	1
Folklore/Ethnomusicology	5
French/Italian	2
Geography	3
History	10
Library	2
Political Science	2
Religious Studies	2
Sociology	3
Spanish/Portuguese	38
Other	4
Professional School	# of Faculty
Business	6
Dentistry	4
Education	8
Global/Int'l Studies	7
Informatics	2
Law	2
Media	4
Music	2
Public Health	6
SPEA	4

LACS over the last three years: Rodrigo Armijos and Margaret Weigel (Public Health); Lee Alston (Law); Terri Francis (Media); and Daniel Carvalho (Business). There are also four faculty members in the School of Dentistry at IUPUI who organize service learning trips to Mexico, Guatemala, Haiti, Ecuador and Brazil. Since 2014, two Cuba with a short-term study abroad component have been developed in the School of Public and Environmental Affairs (SPEA) (D. Preston) and Business (K. Dayton). In summer 2018, Armijos will lead a two-week course on Global Environmental Health to Ecuador. The School of Music's Percussion Department offers a course on Cuban popular music and another on Brazilian samba (M. Spiro), and the Latin American Music Center offers three undergraduate and one graduate course on Latin American popular music and performance. In 2016-17, Education,



Business, Informatics and Computing, Law, Journalism, Media, Music, Health, SGIS, and SPEA together offered 28 LACS courses, which comprised 24.5% of all CLACS non-language courses.

F.2. Interdisciplinary Course Offerings. Interdisciplinary training is at the core of CLACS's program. CLACS offers a mandatory interdisciplinary two-course sequence to undergraduates titled "The Latin American Experience" and "Contemporary Problems in Latin America" that draws on anthropology, history, literature, political science, and public affairs, among other disciplines. Similarly, the CLACS graduate seminar "Contemporary Latin America" (required of all M.A. students and Ph.D. minors and certificates) introduces graduate students to the history of interdisciplinary Latin American Studies and exposes them to a variety of methodological approaches. Interdisciplinarity is also demonstrated through extensive cross-listing with other departments; in 2017-18, 96 courses in 16 disciplines were cross-listed with CLACS. Interdisciplinarity is also central to CASEL and the Ostrom Workshop, research units where faculty engage in multi-perspective approaches to environmental change and governance/societal problems, respectively. Both units are directed by CLACS affiliates (CASEL: Brondizio, Anthropology; Ostrom: Alston, Economics). Finally, IU also emphasizes crossover between applied training and the social sciences. In this vein, the Media School, Kelley School of Business, and the School of Informatics offer courses that train students in social history or theory as well as in the techniques of journalism, entrepreneurship, and software development.

F3. Number of Teaching Faculty/Pedagogical Training. IU has 149 faculty who research and teach on Latin America and the Caribbean, with 40 devoted exclusively to the region. Of these 149, 45 (30.2%) are distributed among 10 professional schools, while 105 (69.8%) are in the humanities, social sciences, and sciences (Table F.2). IU offers pedagogical training to faculty and AIs through the Center for Innovative Teaching and Learning (CITL). In



2016 CITL served 1,672 clients, divided nearly evenly among tenure-stream and non-tenure track faculty. The same year, CITL delivered 107 campus-wide workshops to 1,079 participants; it offered an additional 35 events specifically tailored to AIs, of which about half were focused on instructional technology. CITL also offered programs for IUB instructors through 19 Faculty Learning Communities and the Student Learning Analytics Fellows program. CITL distributed a total of \$131,000 in grants and fellowships to instructors from 25 academic departments and programs to support the development of engaging and innovative pedagogies. CITL also hosted five Scholarship of Teaching and Learning (SOTL) events for 203 participants. Finally, CITL worked with 68 faculty members to establish new service-learning courses.

F.4. Depth of Course Offerings within Disciplines. Notwithstanding the expansion of LACS in the professional schools, the greatest depth exists in four disciplines in the humanities and social sciences: Spanish/Portuguese (courses on literature or culture), History, and Anthropology. During 2016-17, faculty in these three departments (or their equivalents at other IU campuses) offered 51 courses with at least 25% area content (and 18 with 100% area content), accounting for 40.2% of total LACS courses.

G. QUALITY OF THE CENTER'S LANGUAGE INSTRUCTIONAL PROGRAM

G.1. Extent of Language Instruction. IU provides language instruction for the next generation of area specialists, with offerings in Spanish, Portuguese, Haitian Creole, and Yucatec Maya. Beginning, intermediate, and advanced Quechua classes are taken by IU students via a synchronous distance learning arrangement with Ohio State University. (French can be counted toward the LACS language requirement with special permission). Undergraduate students also regularly took language courses in study-abroad programs in Hispanic or Lusophone countries.



Extent of Language Enrollment. IU excels in Spanish and Portuguese, with undergraduate majors in Hispanic Studies, Hispanic Linguistics, Hispanic Literature, and Portuguese. In 2016-17, 7,659 undergraduates and graduate students enrolled in Spanish and Portuguese courses. In addition, HC enrollments increased by 122% between 2014 and 2018, from 22 to 49. At the graduate level, Latin American languages had 87 M.A. and Ph.D. students enrolled in 2017-18.

G.2. Levels of Language Training. All Latin American/Caribbean languages taught at IU offer all levels of training, ranging from courses for students with no knowledge of the language to heritage speakers in need of bilingual/cultural training. In Spanish and Portuguese, the first two levels of immersion are followed by courses focusing on culture and conversation, followed by courses on linguistics, literature, and culture, moving thus from content and task-based instruction to critical-thinking. Nearly all graduate courses in Spanish and Portuguese are taught in the target language. A number of task-oriented classes have been added in recent years: “Spanish in the Business World,” “Spanish for Health Professions,” “Spanish for Environmental Studies” (starting fall 2018), and “Portuguese for Business” introduce students to the technical language of the professions, with emphasis on vocabulary, basic composition, and translation in the context of Spanish American/Brazilian cultural values. “Spanish for Heritage Learners” facilitates the exploration of registers and dialects in a culturally rich context.

The range and depth of language courses extends beyond Spanish, not only to Portuguese, but also to HC and YM. IU offers a wide array of Portuguese language, task-based, and cultural courses. Other courses with a Brazil focus are taught by the 13 members of the CLACS Brazilian Studies group. HC and YM are at the center of the Minority Languages and Cultures Project (MLCP), a group of 16 faculty with a working agenda that articulates language with the broader cultural and social struggles of political minorities, primarily indigenous and



African-descended populations. CLACS offers a four-semester course sequence in each language, with the option for more advanced instruction on demand. Both Haitian Creole and Maya have increased their enrollments by opening their courses to distance synchronous teaching, allowing students from Ohio State and other Big Ten universities to enroll. IU in return receives Quechua from OSU. CLACS has optimized its synchronous distance teaching model thanks to a spring 2016 workshop at Vanderbilt University, as well as the technological expertise provided to instructors by the [Center for Language Technology](#) (CeLT). Culture-based courses like “Maya Spirituality, Power, and Healing” and “French beyond the Hexagon” are offered by the Maya senior lecturer and the Department of French and Italian, respectively.

In addition to academic year instruction, the [Summer Language Workshop](#) at IU in the past two years included Portuguese, and in 2017, Haitian Creole. The Summer Language Workshop offers intensive summer language programs in less commonly taught languages. Its two-month workshops combine 180 contact hours of language instruction with professional development workshops, job recruiting sessions, workshops on history and culture, and hands-on activities with external trainers to enhance students’ cultural understanding.

Languages across the Curriculum. In the past CLACS has included elements of Languages across the Curriculum via the inclusion of Spanish-language readings and audiovisual material in our two-course sequence for LACS minors and certificate students. As part of “Portuguese across the Curriculum,” students have been able to enroll in a 1-credit discussion session, taught in Portuguese and available as a supplement to two courses: “Brazilian Cinema” and “Brazil: The Cultural Context.” With Title VI funds, we are planning to expand this offering using a 1-credit course add-on in International Studies as a Spanish-language discussion section taught in combination with International Studies and Folklore and Ethnomusicology courses.



G.3. Adequacy of Language Faculty. Spanish has 19 tenure-stream professors, 22 non-tenure-track faculty, and 93 AIs, along with a Director of the Basic Language Program in Spanish and a Director of Instructional Technology. Each director has an assistant and four course supervisors who are in charge of the 5 basic Spanish courses. All sections of each course follow standardized syllabi in order to effectively serve a population of 7,600 students per year. Portuguese has two tenure-stream professors, one senior-lecturer, and three AIs. CLACS senior lecturer Quetzil Castañeda has taught YM since 2006, and AI David Tezil has overseen the rapid expansion of the HC program. With Title VI funds, in 2019 CLACS will create an HC lectureship, enabling us to offer more advanced teaching of Haitian culture.

Pedagogy Training. The Department of Spanish and Portuguese has rigorous training and evaluation for lecturers and AIs in its Basic Language Program. New AIs attend a week of mandatory orientation, with sessions on communicative language teaching, use of technology, and professional ethics. They also enroll in a semester-long pedagogy course taught by a tenured scholar of classroom pedagogy. They learn to use a technology-enhanced instructional project developed by the Department, Proyecto Ancla, which complements basic Spanish courses with online grammar explanations and assignments. The success of the department's pedagogical training is evidenced by the Fall 2017 evaluation scores for AIs, 86.3% of whom received a rating of 4 or higher (on a 5 points scale). The CLACS director reviews annually the Maya senior lecturer's performance, based on student evaluations, class visits, cultural activities, and pedagogical publications. The Haitian Creole AI is supervised by Creole Institute Director Albert Valdman, who updates the CLACS director on performance.

All language instructors benefit from IU's Center for Language Excellence (CLE). CLE's workshops focus on proficiency- and standards-based instruction, as well as best practices in



curriculum development, planning, assessment, and language teaching, including online teaching. They also have free access to the Center for Innovative Teaching and Learning (CITL), which has instituted a Faculty Learning Outcomes model to help instructors effectively design measures of success for the learning outcomes they seek from individual classes.

G.4. Performance-Based Instruction. All basic language instruction classes in Spanish and Portuguese currently use content-based instruction to develop the four linguistic skills (listening, speaking, reading, and writing), building on pedagogical training provided by the Department's language coordinators and by the Center for Language Excellence (CLE) during orientation week. Also, tenured classroom pedagogy scholar Gurzynski-Weiss includes in her mandatory AI-training class a unit on performance-based instruction. Course supervisors of basic language instruction in Spanish and Portuguese also ensure uniform performance-based instruction in syllabus and teaching practice. Advanced Spanish and Portuguese undergraduate courses and graduate courses are taught in the target language, with emphasis on reading, writing, speaking and listening in Spanish and Portuguese. In 2015, CLACS's HC instructor assisted the Defense Language Institute in the development of an HC test using ACTFL standards; he subsequently has incorporated the standards in his own classes. CLACS's YM instructor also has received training in ACTFL standards; he designs all his classes using ACTFL standards in combination with World Languages Principles. Together, both instructors have attended over the last four years five professional development workshops at CLE and CITL.

Resources for Language Teaching and Practice. In addition to student evaluations every semester, a course supervisor conducts an annual unannounced observation of the classes of each AI and evaluates them on planning and preparation, use of target language, instructional techniques, classroom management, and attitude. The observer then meets with the AI for



constructive feedback. YM and HC instructors are evaluated annually by a faculty member, through a class visit, meeting with the instructor for feedback, and a written report filed with the CLACS director. The CLACS director meets once per year with CLACS instructors to discuss teaching performance and professional development. Graduate language instructors routinely attend workshops offered at CLE and CITL before semester start and throughout the year on a variety of topics such as academic integrity, diversity and inclusion, assessing student learning, and instructional technologies. CELT is entirely dedicated to classroom technology and has facilitated a smooth distance learning experience for Quechua learners studying at Ohio State University and HC students from there studying with the CLACS instructor. Teaching practice is front and center at SGIS as well, with professional development workshops offered at the Summer Language Workshop, 2 Language Resource Centers and 3 language flagships throughout the year, part of IU's outstanding language pedagogy infrastructure.

Language Proficiency Requirements. All IU undergraduates in the College of Arts and Sciences are required to complete four semesters of foreign language studies (in International Studies, six semesters). Students of Spanish or Portuguese can claim advanced placement if they have taken a Spanish AP exam during high school, are native speakers, or have taken a language placement test that follows ACTFL guidelines. CLACS's foreign language requirement requires undergraduate and graduate students to be proficient in at least one of the five area languages taught at IU. The CLACS academic handbook stipulates that proficiency in Maya and Haitian Creole is obtained either after two years of language study at IU and a passing grade, or through a written examination, administered by the instructor. Spanish proficiency exams for graduate students are administered by [Bloomington Evaluation Services and Testing](#) (BEST), while Portuguese proficiency exams are conducted by the Portuguese Program.



H. QUALITY OF CURRICULUM DESIGN

H.1. Undergraduate Programs. The undergraduate curriculum in Latin American and Caribbean Studies (LACS) allows students to choose from a variety of courses taught at CLACS or in International Studies, History, Anthropology, Spanish and Portuguese, Music, Public Health, and other disciplines. CLACS offers both a minor and a certificate in LACS, and since spring 2018, a 4+1 Bachelor's/M.A. allowing undergraduates to earn an M.A. in LACS in only one additional year. Over the last four years, Latin America has been the second-most popular region of concentration for International Studies majors. LACS undergraduates fulfill their language requirement in Spanish, Portuguese, Maya, Haitian Creole, or Quechua (or French, with special permission); certificate students must take an additional six hours in a language beyond College of Arts and Sciences requirements. CLACS promotes its undergraduate program through a fall undergraduate open house and spring course visits (31 courses visits with 1,236 students in spring 2018). CLACS is also in the process of reworking its introductory LTAM-L 210/211 sequence by joint-listing, from fall 2018 on, both courses with International Studies and expanding their designations to meet more general education requirements.

H.2. Advising. Undergraduate LACS minor/certificate students, along with the 244 Spanish/Portuguese majors and 607 minors, have access to a full-time academic advisor. SGIS also employs a career advisor, who works with IU's [Walter Center for Career Achievement](#) and the Ascend Indiana employer network, which sends representatives weekly to meet with students. In addition, SGIS offers the competitive [Global Leaders and Professionals Program](#), offering select students one-on-one interactions with career coaches, professional skills workshops, and meetings with community and global leaders. M.A. advising is conducted primarily by the Director, Associate Director, and faculty who supervise their research. Students



in the joint Master's programs have access to career advisors in their second programs. Doctoral students receive career advising in their home departments. For example, the 2018 graduate student conference of the Department of Spanish and Portuguese featured a faculty round table on the state of the field and alternatives to tenure-track employment for graduates.

Table H.1: CLACS Degree Programs and Requirements	
Program	Requirements
Undergraduate Minor	15 credit hours in LACS, including LTAM-L 210 (The Latin American Experience) and LTAM-L 211 (Contemporary Problems in Latin America), with at least 9 hours at the 300-400 level; foreign language requirement fulfilled with Latin American language.
Undergraduate Certificate	24 credit hours in LACS, including LTAM-L 210/211 and at least one seminar on the region, with at least 9 hours at the 300-400 level; 6 hours in a Latin American language beyond the Arts and Science language requirement; 3.0 GPA in work toward certificate.
Master of Arts (M.A.) (including 4+1 Bachelor's/M.A.)	30 credit hours in LACS, including LTAM-L 501 (Intro. to Latin American Graduate Studies), 12 hours in a major field (which can be disciplinary, thematic, or geographical), 9 hours in a minor field, and 6 hours of elective courses; proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses.
M.A./J.D. (Law)	103 total credit hours (24 for M.A., including LTAM-L 501; 79 for J.D.); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses.
M.A./M.B.A. (Business)	66 total credit hours (24 for M.A., including LTAM-L 501; 42 for M.B.A.); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses.
M.A./M.I.S. (Info. Science)	51 total credit hours (21 for M.A., including LTAM-L 501; 30 for M.I.S.); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses.
M.A./M.L.S. (Library Science)	51 total credit hours (21 for M.A., including LTAM-L 501; 30 for M.L.S.); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses.
M.A./M.P.A. (Public Affairs)	60 total credit hours (24 for M.A., including LTAM-L 501; 36 for M.P.A.); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses.
M.A./M.P.H. (Public Health)	64 total credit hours (21 for M.A., including LTAM-L 501; 43 for M.P.H.); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses.
Ph.D. Minor	12 credit hours in LACS (including LTAM-L 501) outside the student's major discipline, at or above 500 level; 3.0 GPA in LACS courses; no exam required with 3.7 GPA.
Ph.D. Certificate	18 credit hours in LACS (including LTAM-L 501), of which at least 9 must be outside the student's major discipline; proficiency in a Latin American language; 3.0 GPA in LACS courses; dissertation topic about Latin America or the Caribbean.

H.3. Graduate Programs. In addition to a stand-alone M.A., offered since 1964, CLACS has made a firm commitment to training graduate students in professional fields by offering six dual M.A. degrees, in conjunction with Law, Business, Information Science, Library Science, Public and Environmental Affairs, and Public Health, as well as a Ph.D. minor and certificate. By 2020, CLACS plans to establish a seventh dual degree, with International Studies, supported by a tenure-track Latin Americanist hire in that department. All graduate students must demonstrate proficiency in a Latin American language. Table H.1 summarizes degree



requirements. The curriculum is particularly strong in languages, history, anthropology, folklore/ethnomusicology, and music, but it also has benefited from recent hires in the professional schools. Nationally-ranked graduate programs include Public and Environmental Affairs (#1 in 2016 in the US News and World Report rankings), Business (#21), Library and Information Studies (#9), History (#20), and Law (#30). The Jacobs School of Music is ranked #2 in the U.S. and #7 in the world in the QS World University Rankings.

H4. Study Abroad. According to the 2017 IIE Open Doors Report, IU Bloomington rank #7 nationally in number of students studying abroad. In 2015-16, 4,408 IU students had international experiences, which included 3,825 in for-credit programs, representing increases of 74% over a decade ago and 13% over the previous year. Overall, 30% of IU Bloomington seniors graduate with a for-credit international experience. Study abroad rates among 2016-17 graduates in Spanish/Portuguese (77%) and International Studies (78%) are particularly impressive. Students studying in Latin America and the Caribbean accounted for 16% of IU's total in 2015-16. As of 2018, five IU campuses offer 71 study abroad programs in 17 Latin American and Caribbean countries. The number of IU programs in Latin America has increased notably. In 2015-16 alone, 12 new study abroad programs were approved in Chile, Costa Rica, Cuba, the Dominican Republic, Ecuador, Guatemala, Haiti, and Jamaica. IU prioritizes scholarships over loans for study abroad, with \$6,743,823 in IU study abroad gift aid in 2016-17, \$300,000 of which was specifically targeted at 130 students from underrepresented populations.

Access to External Study Abroad. The variety of study abroad programs offered through IU's Office of Overseas Study and professional schools means that most students use internal programs. However, in 2015-16, 9.7% of IU students studying abroad attended programs affiliated with other institutions. Long-term experiences (1 semester or more) are often arranged



in collaboration between the Office for Overseas Study and the [Council on International Education Exchange](#) (CIEE), which has offices in most Latin American countries. IU provides extensive pre-departure advising for such programs, with an eight-step procedural checklist designed to ensure that students are able to find and apply to external programs, arrange for credit transfer, and obtain funding. Most institutional funding options, including scholarships and other forms of gift aid, are eligible for use toward non-IU programs. In addition, IU's renowned Summer Language Workshop (SLW) offers 20 languages (including Haitian Creole), giving IU students unparalleled opportunities for summer language study in Bloomington.

I. OUTREACH ACTIVITIES

1.1. K-12 Outreach. CLACS outreach to K-12 schools, postsecondary institutions, and the general public focuses on underserved communities, particularly Indiana's rural and Latino populations. Over the last four years, SGIS's half-time outreach coordinator has directed the International Outreach Council, whose recent accomplishments include exhibits at Indiana world language and social studies education conferences, annual participation in Bloomington's Lotus Blossoms World Bazaar for fourth-graders and parents, and the [Internationalizing the Academic Standards: Indiana](#) curriculum project in collaboration with Indiana's Department of Education. The Director of Global Education Initiatives in the School of E

ducation, currently sponsored by IU's four NRC centers, will continue to coordinate teacher training for Indiana's pilot dual immersion program, a Principals Academy, and a new global competency badge for IU and Ivy Tech students. Finally, in 2017 the Department of Spanish and Portuguese hired a full-time outreach coordinator, who in his first semester created for-credit experiential learning opportunities for over 40 Spanish and Portuguese students. Students enroll in a one-credit service learning course to work with students in the dual language



programs of two IU Bloomington schools, the International Baccalaureate program of one other school, or in La Escuelita para Todos, a bilingual literacy program for Latino families. (See Table I.1.)

I.2. Postsecondary Outreach. CLACS coordinates postsecondary outreach in collaboration with other IU area studies centers, particularly the Center for Global Change (CGC) through its Institute for Campus and Curricular Internationalization (ICCI), which holds

Table I.1: Selected Latin American and Caribbean Studies Outreach Activities, 2016-17 and 2017-18			
Activity	Unit	Frequency	Attendance
P-16 Outreach			
Indiana Council for the Social Studies Conference (SGIS Int'l Outreach Council hosted exhibit to share area studies education resources.)	SGIS	Once annually	250
Indiana Foreign Language Teachers Association Conference (SGIS IOC hosted exhibit to share language education resources.)	SGIS	Once annually	1,226
Indiana University School of Education Teacher Education Workshops (SGIS IOC presented at teacher workshops on global competency, global literacy, and the impact of globalization on K-12 education in Indiana.)	SGIS	Three times in 2016-18	80
International Night at The Project School (CLACS hosted an exhibit to share info. about Latin American culture with a chartered public school.)	CLACS	Annually	390
Institute for Curriculum and Campus Internationalization (Conference organized by Center for the Study of Global Change with IU area studies centers, including CLACS, to train post-secondary staff and faculty.)	SGIS/ CGC/ CLACS	Annually	98
Latin American Music elementary school visit (Visit by Latin American Music Center – LAMC – director Javier León to K-12 classroom.)	LAMC	Once (Sp. 2017)	30
Lotus Blossoms World Bazaar (CLACS hosted an exhibit to share Latin American and Caribbean cultural knowledge with 4 th graders and families.)	CLACS	Once annually	4,954
Community Outreach			
De Pueblo a Pueblo (Series of fundraisers for victims of 2017 Mexican earthquake and Hurricanes Irma and Maria, co-sponsored by CLACS.)	CLACS	6 times, 2017-18	3,250
Great Decisions Series (SGIS IOC series that brings faculty to Meadowood Retirement Community to speak about US foreign policy/global issues.)	SGIS/ CLACS	8 times annually	942
La Escuelita para Todos (Literacy training for Bloomington Latino students and their families, organized by outreach coordinator in the Dept. of Spanish and Portuguese – HISP.)	HISP	4 times annually	ca. 250
Latin American Indigenous Film Series (CLACS film series that shared indigenous films with students and the Bloomington community)	CLACS	Once (Fall 2016)	330
Latin American Music Center (LAMC) Concerts (Classical and contemporary Latin American music for students and the Bloomington community.)	LAMC	10 times annually	2,049
Lotus World Music Festival (CLACS sponsors 2-3 Latin American bands annually to share their music with the Bloomington community.)	CLACS	Annually	ca. 24,000
Mayan Culture Week (CLACS-organized series of events featuring Mayan poetry and music for students and the Bloomington community.)	CLACS	Once (Spr. 2018)	53
<i>Port Triumph</i> Screening (Premier of documentary film <i>Port Triumph</i> , on Salvadoran labor movements, by CLACS affiliate Jeffrey Gould)	CLACS	Once (Spr. 2018)	76
Teatro VIDA (Spanish- and Portuguese-language theatre series organized by HISP outreach coordinator.)	HISP	4 times annually	350



annual conferences for higher education faculty, staff, and administrators. CLACS has also strengthened its ties with IU regional campuses. In fall 2018, CLACS will send a photography exhibit on Mexican braceros to IU Northwest, to be followed each year by a showing of a film from a visiting Latin American documentary filmmaker, who will be visiting IU Bloomington's Center for Documentary Research and Practice (CDRP), supported by Title VI (See Section A.)

CLACS has also developed new collaborations with postsecondary institutions in Puerto Rico, where several faculty affiliates have ties. For example, CLACS faculty in the School of Education developed the Puerto Rico Education Graduate Scholars Program, which, in the wake of Hurricane Maria, funded six graduate students from Puerto Rico to work on their theses and dissertations at IU. Aiming to develop a long-term collaboration, Carmen Medina (Education, IUB) has developed a four-year outreach project with a colleague at the Universidad de Puerto Rico Bayamón (UPRB), which will train 15 education students and 5 teacher-mentors in critical Spanish literacy and curriculum internationalization. With Title VI funding, this project will have a long-term, four-year perspective, including curriculum design, classroom testing, reflections through workshops and a summer institute, and a joint publication by the principal investigators. It will potentially impact hundreds of primary school students in Bayamón and become a long term pedagogical tool for improving literacy and cultural fluency in Puerto Rico.

1.3. Public Outreach. CLACS faculty, including in the professional schools, actively share their expertise to benefit the wider community. E. Angeles Martínez Mier (Dentistry, IUPUI) is director of the Binational/Cross-Cultural Health Enhancement Center, which develops research and outreach to improve health outcomes for Indiana's Latino population. Lucia Guerra-Reyes (Public Health, IUB) has worked with the Monroe County Health Dept. to develop Spanish-language community needs assessments for Bloomington-area Latinos. In



coordination with the IOC, CLACS faculty, including Director Birkenmaier, participate regularly in the [Great Decisions](#) series on international affairs, held monthly at a Bloomington retirement community. Faculty also share research and comment on current events in the community and in media. (For a representative selection of media contributions, see Table I.2.)

Table I.2: Selected CLACS Faculty Media Contributions		
Name	Department	Outlet
Alston, J. Lee	Economics	<i>Foreign Policy</i> , <i>Financial Times</i> , NPR, BBC
Beeker, Charles	Public Health	<i>Science Magazine</i> , BBC
Birkenmaier, Anke	Spanish and Portuguese	WFHB Radio, Bloomington
Brondizio, Eduardo	Anthropology	<i>National Geographic</i>
Frazier, Lessie Jo	Gender Studies	WBEZ, Chicago; ABC/Univision Fusion Network
González, Gerardo	Education	<i>Huffington Post</i>
Guardino, Peter	History	<i>Charleston Gazette-Mail</i> , Texas Public Radio, History News Network
Guzmán, Andrés	Spanish and Portuguese	<i>Expansión México</i> (CNN)
Levinson, Bradley	Education	<i>Kappan Magazine</i>
Martin, Michael	Comparative Literature	WFHB Radio, Bloomington
Medina, Carmen	Education	WRTU Radio, Puerto Rico
Medina, Eden	Informatics	<i>The Hill</i> , <i>Technosphere Magazine</i> , New Books Network Podcast, Greater than Code Podcast
Pitts, Bryan	CLACS	<i>NACLA Report</i> , Latino Media Collective
Risner, Jonathan	Spanish and Portuguese	Ryder Film Series Introduction; WFHB, Bloomington
Seigel, Micol	American Studies	WTIU Radio, Bloomington; WFHB Radio, Bloomington; <i>The Conversation</i> ; <i>Quartz</i>
Shah, Kalim	SPEA	<i>Northwest Indiana Times</i> ; WLPR, Lowell, IN

Another area of strength is music, theatre, and film. The Latin American Music Center offers live performances of genres as diverse as chamber music, jazz, and mariachi, and the annual Latinx Film Festival, co-sponsored by CLACS, brings Latin American and Latino films to the community. Spanish and Portuguese's student-directed and faculty-advised Teatro Vida performs plays in both languages in Bloomington. In addition, Christiana Ochoa (Law, IUB) produced a documentary, *There Is Nothing Else* (2014), exploring debates between local people, international mining companies, and environmentalists in Colombia. The film's website has had views from 8,308 viewers in 134 countries, including 3,255 viewers in the U.S. Jeffrey Gould (History, IUB) has produced three documentaries on human rights and labor in El Salvador,



including the 2018 release *Port Triumph*. His 2002 *Scars of Memory* is used in classrooms at over 200 U.S. colleges and universities and has over 43,000 views on [YouTube](#). Together with CLACS affiliate Josh Malitsky (Media School, IUB) Gould and Ochoa founded the [Center for Documentary Research and Practice](#) (CDRP), which brings together faculty and students interested in documentary as a medium for scholarship and public engagement.

J. FLAS AWARDEE SELECTION PROCEDURES

J.1. Advertising. CLACS will coordinate its advertising with other IU Title VI centers. Publicity will include 1) flyers distributed to departments and professional schools; 2) announcements via the SGIS and CLACS websites, social media accounts, and email lists; 3) class visits to undergraduate Portuguese, HC, and YM courses; 4) advertisements in the *Indiana Daily Student* newspaper (14,000 daily circulation); and 5) an annual FLAS information session.

Application. SGIS has standardized both [the AY and summer FLAS applications](#) across all Title VI centers in a single online portal. Applicants provide statements, detailing previous language training and the relationship of the proposed language study to their academic and career goals. Each applicant must also submit official transcripts, GRE scores, FAFSA information (to determine financial need), and three letters of recommendation.

Selection Criteria. The CLACS Director will appoint a committee consisting of themselves, the Associate Director, and three faculty members from different disciplines, professional schools, and regional specialties, including at least one language specialist. The committee will rank applicants based on quantitative (GPA and GRE scores) and qualitative (recommendation letters and statements of purpose) criteria before meeting with the Director to make final decisions. Students who the committee initially deems qualified will be prioritized based on three equal criteria: financial need; study of a language other than Spanish, French, or

German; and interest in a career area of national need.

Timeline. Publicity will occur year-round. Summer applications will be due February 1 and AY applications March 1. The selection committee will meet two weeks after each deadline, and CLACS will notify awardees a week later.

Announced Priorities. All else being equal, the selection committee will give preference to graduate and undergraduate students who demonstrate financial need. In addition, the committee will prioritize students who are likely to pursue careers in areas of national need and who propose to study LCTLs, with at least 25% of fellowships designated for students studying languages other than Spanish, French, or German.

K. COMPETITIVE PREFERENCE PRIORITIES

K.1.a. Collaboration with MSIs and Community Colleges. CLACS has established extensive and varied collaborations with community colleges and minority serving institutions, as demonstrated through both participation in SGIS initiatives and CLACS's own emerging collaborations with minority serving institutions. CLACS has established partnerships with Navajo Technical University (New Mexico) and the Universidad de Puerto Rico Bayamón. Meanwhile, SGIS has spearheaded collaborations with community colleges, by coordinating collaborations with Ivy Tech Bloomington, a global employability certificate, and a digital learning platform for public scholarship called Access Global.

K.1.b. Collaboration with Schools of Education, Schools of Liberal Arts and Sciences, or Teacher Education/Preparation Programs. CLACS, together with all other IU area studies centers, works closely with the [Center for P-16 Research and Collaboration](#) in the IU School of Education and, with Title VI funds, will support the School of Education's Director of Global Education Initiatives and language and internationalization activities targeted at IU education



faculty, pre- and in-service teachers, and P-16 students. By working to develop unified global education initiatives between global/area studies centers and the School of Education, IU will avoid duplicating efforts, while ensuring that internationalization covers all world regions.

K.2.a. Need-based Funding. CLACS will ask FLAS applicants to provide FAFSA information so the selection committees can prioritize financial need when awarding fellowships.

K.2.b. Commitment to Fund Priority Languages. CLACS will award at least 25% of FLAS awards to students studying languages other than Spanish, French, or German, with the bulk of awards going to Portuguese, Haitian Creole, Yucatec Maya, and Quechua.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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[View Optional Other Attachment](#)

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: 262,803 Year 2: 280,504 Year 3: 274,345 Year 4: 276,749

FLAS Request

Year 1: 270,000 Year 2: 270,000 Year 3: 270,000 Year 4: 270,000

Type of Applicant

- ☒ Single institution Center for Latin American and Caribbean Studies, Indiana University
☐ Consortium of institutions
☐ Lead _____
☐ Partner 1 _____
☐ Partner 2 _____
☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|---|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input checked="" type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Spanish, Portuguese, Maya, Haitian Creole, Quechua



CENTER FOR LATIN AMERICAN
AND CARIBBEAN STUDIES

INDIANA UNIVERSITY
School of Global and International Studies

APPENDIX 1: CURRICULUM VITAE

African American and African Diaspora Studies

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American Studies

Caddoo, Cara, Asst. Professor, IUB	17
Cohn, Deborah, Professor, IUB	17
Frazier, Lessie Jo, Assoc. Professor, IUB	23
Halloran, Vivian, Professor, IUB	30
Seigel, Micol, Assoc. Professor, IUB	54

Anthropology

Brondizio, Eduardo, Professor, IUB	11
Cook, Della, Professor, IUB	18
Greene, Shane, Professor, IUB	27
King, Stacie Marie, Assoc. Professor, IUB	34
Miller Wolf, Katherine, Asst. Professor, IUE	43
Pyburn, K. Anne, Provost's Professor, IUB	48
Royce, Anya Peterson, Chancellor's Professor, IUB	52
Scheiber, Laura, L. Associate Professor, IUB	53
Sterling, Marvin, Assoc. Professor, IUB	58
Suslak, Daniel, Associate Professor, IUB	58
Vitzthum, Virginia J, Professor, IUB	61
Vogt, Wendy A., Asst. Professor, IUPUI	62
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Birkenmaier, Anke, Director, IUB	3
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Tezil, David, Associate Instructor, IUB	59

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Kahn, Hilary, Director, IUB	33
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Julien, Eileen, Professor, IUB	33

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Hatchondo, Juan Carlos, IUB	30

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Dirksen, Rebecca, Asst. Professor, IUB	21
McDowell, John, Professor, IUB	40
Shukla, Pravina, Professor, IUB	51

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Valdman, Albert, Rudy Professor Emeritus, IUB ..	60

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James, Daniel, Mendel Professor, IUB	32
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Nieto-Philips, John, Professor, IUB	45
Snodgrass, Michael, Assoc. Professor, IUPUI	57

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Carlson, Timothy, Professor, IUPUI	13
Martinez Mier, E. Angeles, Professor, IUPUI.....	35
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Key to Language Proficiency

1	Beginner
2	Reading proficiency
3	Speaking proficiency
4	Speaking and reading fluency
5	Native or near-native speaker



Director

Birkenmaier, Anke: Director, Center for Latin American and Caribbean Studies; Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: M.A. Univ. of Tübingen, Germany, 1998; M.A., M.Phil., Ph.D. Yale Univ., 2002, 2003, 2004

Administrative posts: Director, Center for Latin American and Caribbean Studies, 2015-; Assoc. Director, Latino Studies, 2013-14.

Research/teaching specializations: Caribbean literature and culture; Cuba; contemporary Latin American narrative; Latin American anthropology; radio and media theory; Latin American avant-gardes.

Overseas field experience: Argentina, Cuba, Dominican Republic, France, Mexico, Haiti

Non-English language proficiency: German-5, Spanish-4, French-3, Portuguese-2

Area courses taught: 7 – (Afro)Caribbean Circuits in Literature and Anthropology; Literary Returns to Realism in the Americas; U.S. Latino and Caribbean Literature; Media and Literature in Spanish America; Literature and Society: Race, Culture, and Transculturation in Latin America; Spanish American Prose Fiction; Intro. to the Study of Hispanic Cultures; Violence in Latin America.

Number of dissertations or theses supervised since 2013: 4

Distinctions: Appointed Member, PMLA Advisory Committee, 2017-20; Member, Directors Section, Latin American Studies Association, 2016-18; Outstanding Graduate Mentor Award, Department of Spanish and Portuguese, IUB, 2016; Fellowship for Experienced Researchers, Alexander von Humboldt Foundation, 2010.

Recent publications: 4 – *The Specter of Races. Latin American Anthropology and Literature between the Wars*. Charlottesville: Univ. of Virginia Press, 2016; "Leonardo Padura and the New Historical Novel." *A contracorriente* 13.1 (2015); "El linchamiento, el teléfono móvil y la gran ciudad: dos ficciones negras de Ena Lucía Portela." *Mitologías hoy. Revista de pensamiento, crítica y estudios literarios latinoamericanos* 10 (2014); "Scenarios of Colonialism and Culture. Oswald Spengler's Latin America." *MLN Hispanic Issue* 28:2 (2013).

Also: "Entre filología y antropología: Fernando Ortiz y el Día de la Raza." *Antípoda. Revista de antropología y arqueología* 15 (2012); "Introduction: Is there a Post-Cuban Literature?" *Review: Literature and Arts of the Americas* 44.1 (2011); *Havana Beyond the Ruins: Cultural Mappings after 1989*. Co-edited with Esther Whitfield. Durham: Duke Univ. Press, 2011; *El hispanismo en América. Literatura, estudios culturales y lingüística en el panorama actual. Nuevos hispanismos interdisciplinarios y transatlánticos*. Ed. Julio Ortega. Madrid: Iberoamericana-Vervuert, 2010; *Alejo Carpentier y la cultura del surrealismo en América Latina*. Madrid: Vervuert-Iberoamericana, 2006.



Associate Director

Pitts, Bryan: Associate Director, Center for Latin American and Caribbean Studies, IUB

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Oral Roberts Univ., 2001; M.A. Vanderbilt Univ. 2006; Ph.D. Duke Univ., 2013

Administrative posts: Associate Director, Center for Latin American and Caribbean Studies, 2018-

Research/teaching specializations: Brazilian history and politics; Brazilian military dictatorship; race and sexuality in Latin America; Latin American LGBT tourism; methodology of audio sources.

Overseas field experience: Bolivia, Brazil, Mexico, Portugal, Spain.

Non-English language proficiency: Portuguese-5, Spanish-4, French-1

Area courses taught: 8 – History of Brazil; Race and Class in Brazil; Brazilian Politics and Political Culture; Colonial Latin America; Modern Latin America; Contemporary Problems in Latin America; Intro. To Latin American and Caribbean Studies; Dictatorship, Democracy, and Memory in Latin America.

Distinctions: Fulbright Scholars Postdoctoral Award, Univ. de Brasília, 2015; Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 2009-10.

Recent publications: 3 – “‘I Want to Vote for President’: Popular Mobilization, the Political Class, and the Demise of the Brazilian Military Regime, 1984-85.” In *La dictature brésilienne et sons legs*. Ed. M. Schpun and J. Green. Paris: Le Poisson Volant, 2018; “‘Hung, Hot, and Shameless in Bed’: Blackness, Desire, and Politics in a Brazilian Gay Pornographic Magazine, 1997-2008.” In *Ethnopornography: Sexuality, Colonialism, and Anthropological Knowing*. Ed. P. Sigal, et al. Durham: Duke Univ. Press, 2018; “‘The Blood of the Youth is Flowing’: The Political Class and Their Children Take on the Military in 1968.” *Revista Brasileira de História* 67 (2014). **Also:** “The Audacity to Strong-Arm the Generals: Paulo Maluf and the 1978 São Paulo Gubernatorial Contest.” *Hispanic-American Historical Review* 92:3 (2012); “The Funeral of Democracy: The Moreira Alves Case, Elite Political Culture, and the Establishment of Dictatorship in Brazil.” In *Paulisteia eleitoral: memórias, ensaios, imagens*. Ed. J. D’amico Bauab. São Paulo: Tribunal Regional Eleitoral/Imprensa Oficial, 2011.



Aguirre, Odette: Assistant Professor, School of Dentistry, IUPUI

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.S., D.D.S. Francisco Marroquín Univ., 1986, 1989; M.S. Univ. of Rochester, 1993; M.P.H. Indiana Univ.-Purdue Univ. Indianapolis, 2014

Administrative posts: Director, Interprofessional Ethics Seminar, School of Dentistry

Research/teaching specializations: Assessing ethical sensitivity, reasoning and action during objective structured clinical examinations; exploring beliefs, barriers and facilitators influencing Latino patients' engagement in oral health behaviors; ethical challenges in dental volunteering programs

Overseas field experience: Guatemala

Non-English language proficiency: Spanish-5

Area courses taught: 1 – International Service Learning, Guatemala.

Distinctions: Fellow, American College of Dentists, 2018-

Recent publications: 4 – “Use of Internet for General and Dental Health along Acculturation Features in a Sample of Mexican-Americans.” With R. Mariño, et al. *Ethnicity and Disease* 27:4 (2017); “Identification of Barriers and Beliefs Influencing Engagement by Adult and Teen Mexican-Americans in Oral Health Behaviors.” With C. Westerhold, et al. *Community Dental Health* 32:1 (2015); “Adaptation of the Psychological-Behavioral Acculturation Scale to a Community of Urban-based Mexican Americans in the United States.” With G. Maupome, et al. *Ethnicity and Disease* 25:4 (2015); “Qualitative Description of Dental Hygiene Practices within Oral Health and Dental Care Perspectives of Mexican-American Adults and Teenagers.” With G. Maupome, et al. *Journal of Public Health Dentistry* 75:2 (2015).

Alston, J. Lee: Ostrom Professor, Economics, IUB.

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.A. Indiana Univ., 1973; M.A., Ph.D. Univ. of Washington, 1975, 1978

Administrative posts: Director, Ostrom Workshop, 2015-

Research/teaching specializations: Governance; Institutions; Political economy; Brazil.

Overseas field experience: Australia, Czech Republic, Ecuador, France, Peru, Sweden.

Non-English language proficiency: French-1; Portuguese-1

Area courses taught: 1 – International Analysis: Concepts and Applications.

Number of dissertations or theses supervised since 2013: 6

Distinctions: Fellow, Cliometric Society, 2016; President, Economic History Association, 2015-16; National Science Foundation Grants, 2012-13, 2010, 2005-08, 2001-04, 1996-98; 1995-96; 1992-94; Cliometric Society Award for Exceptional Service to the Field of Cliometrics, 2012; Rockefeller Fellow, Bellagio Study and Conference Center, 2009-10; Australian National Univ. Visiting Research Fellow, 2009; Princeton Visiting Scholar, Science, Technology, Environmental Policy Program, 2008-09; President, International Society for New Institutional Economics, 2006-07; World Bank Research Grant, 1992-93.

Recent publications: 5 – *Institutional and Organizational Analysis: Concepts and Applications*. With E. Alston, et al. New York: Cambridge Univ. Press, 2018; “Wealth and the Distribution of Benefits from Tropical Forests: Implications for REDD+.” With K. Andersson, et al. *Land Use Policy* 72 (2018). “Beyond Institutions: Beliefs and Leadership.” *Journal of Economic History* 77:2 (2017); *Brazil in Transition: Beliefs, Leadership, and Institutional Change*. With M. A. Melo, et al. Princeton: Princeton Univ. Press, 2016; “Towards a More Evolutionary Theory of Property Rights.” With B. Mueller. *Iowa Law Review* 100:6 (2015). **Also:** *Government and the American Economy: A New History*. With P. Fishback. Chicago: Univ. of Chicago Press, 2007; *Titles, Conflict, and Land Use: The Development of Property Rights and Land Reform on the Brazilian Amazon Frontier*. With G. Libecap and B. Mueller. Ann Arbor, Univ. of Michigan Press, 1999.



Anton, Marta: Chair and Professor, World Languages and Cultures, IUPUI

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 50%

Education: Licenciatura Univ. of Oviedo, 1985; M.A., Ph.D. Univ. of Massachusetts-Amherst, 1992, 1994

Administrative posts: Chair, World Languages and Cultures, 2012-; Associate Director, Spanish Resource Center, 2009-; Director, Program in Spanish, 2007-12

Research/teaching specializations: Second language teaching and learning; sociocultural theory; second language acquisition; Hispanic linguistics (sociolinguistics and phonology)

Overseas field experience: Spain.

Non-English language proficiency: Spanish-5

Area courses taught: 8 – Hispanic Sociolinguistics; Spanish Grammar; Language Assessment in the Spanish Classroom; Practicum in Teaching Spanish; Applied Spanish Linguistics; Intro. to Spanish Sociolinguistics; Acquisition of Spanish as a Second Language; Methods of Teaching Spanish.

Number of dissertations or theses supervised since 2013: 3

Distinctions: Outstanding Faculty Award by the School of Liberal Arts, IUPUI, 2013; Distinguished Service Award, 2005; Indiana Network for Early Language Learning Collegiate Teacher of the Year, 2001;

Recent publications: 6 – “Dynamic diagnosis of second language abilities.” In *The Routledge Handbook of Sociocultural Second Language Development*. Ed. J. Lantolf, et al. London: Routledge, 2018; “Evaluación (Assessment and evaluation).” In *The Routledge Handbook of Spanish Language Teaching*. Ed. J. Muñoz Basols. London: Routledge, 2018; *Understanding Patients’ Voices: A Multi-method Approach to Health Discourse*. With E. Goering. Amsterdam: John Benjamins, 2017; “Shifting trends in the assessment of classroom interaction.” In *The Handbook of Classroom Discourse and Interaction*. Ed. N. Markee. Hoboken, NJ: Wiley-Blackwell, 2015; “Sociocultural perspectives.” *The Routledge Handbook of Hispanic Applied Linguistics*. Ed. M. Lacorte. London: Routledge, 2014; *Métodos de evaluación de ELE*. Cuadernos de Didáctica. Madrid: Arco Libros, 2013.

Aponte, Robert: Associate Professor, Sociology, IUPUI

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A. George Mason Univ., 1979; M.A., Ph.D. Univ. of Chicago, 1983, 1991

Administrative posts: Chair, Sociology (IUPUI), 2003-10

Research/teaching specializations: Demography, Latin American immigration, Latino Studies, poverty and social policy, race and ethnicity, drug criminalization and legalization

Overseas field experience: Mexico

Non-English language proficiency: Spanish-5

Area courses taught: 3 – Issues in Latino Studies, Sociology of Food; Drugs, Alcohol, and Society

Number of dissertations or theses supervised since 2013: 4

Distinctions: Developing Diverse Researchers Investigative Experience Grant, “Intervention, Impoverishment, Migration: The Latinization of the US and the Tragedy of Its Genesis,” 2014-15.

Recent publications: 2 – “The Worldwide War on Drugs: Advancing Reforms, Resisting Obstinacy. With H. Hurle. *Agenda for Social Justice*. Bristol, UK: Policy Press, Forthcoming; “Dealing with Death: Medical Students’ Experiences with Death Anxiety.” With C. Foote. *Omega: Journal of Death and Dying* 68:3 (2014).

Also: “Al Norte: The Underside of Mexican Migrants’ Reception in the US.” In *Migracion e identidad: emociones, familia, cultura*. Ed M. E. Ramos. Monterrey: Fondo Editorial de Nuevo Leon, 2009; “Latino Growth and Latino Exploitation: More than a Passing Acquaintance.” In *Race and Human Rights*. Ed. C. Stokes. East Lansing: Michigan State Press, 2009; “Hispanic Families in Poverty: The Hidden Contribution of Immigration.” In *Family Poverty in Diverse Contexts*. Ed. A. Broussard and A. Joseph. New York: Routledge, 2008.



Ardemagni, Enrica: Professor Emerita, World Languages and Cultures, IUPUI

Tenure status: Emerita

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A., M.A. Univ. of Arkansas, 1972, 1977; Ph.D. Univ. of Wisconsin, 1985

Administrative posts: Director of Graduate Studies, World Languages and Cultures; Director, Certificate in Translation Studies, 1999-2014.

Research/teaching specializations: Medieval literature; Spanish for business, health and law; translation studies; interpreting; online teaching and learning.

Overseas field experience: Mexico, Spain.

Non-English language proficiency: Spanish-5, Portuguese-2, Italian-2

Distinctions: School of Liberal Arts Faculty Liaison to the Center for Teaching and Learning, 2010-12; Faculty Fellow, IUPUI-Near Westside Partnership Project, Center for Service and Learning (CSL), 2009-12; Certificate of Appreciation Award, Interpreters Division of the American Translators Association, 2011; Certificate of Recognition for contributions to Health Interpreting, Northern Indiana Medical Interpreters Association, 2010.

Recent publications: 2 – “Judicial Interpretation Education in U.S. Colleges and Universities: The Path to Academic Recognition.” With G. Matthews. *Translation and Interpreting Studies* 8:1 (2013); Translation of *Hyde Park* by José Castro Urioste. *KIN* 3 (2013).

Armijos, Rodrigo X.: Associate Professor, Environmental and Occupational Health, IUB.

Tenure status: Tenured.

Time devoted to Latin American/Caribbean Studies: 100%

Education: M.D., Univ. Central del Ecuador, 1981; Sc.D., M.Sc., Instituto Politécnico Nacional México.

Research/teaching specializations: Environmental health in the Americas; Infectious diseases in developing countries; Occupational health of agricultural workers.

Overseas field experience: Ecuador, El Salvador, Mexico.

Non-English language proficiency: Spanish-5, Portuguese-2

Area courses taught: 4 – Global Environmental Health; Foundations of Environmental Health; Environmental Health Sampling and Analytical Techniques; Emerging and Reemerging Infectious Diseases.

Number of dissertations or theses supervised since 2013: 5

Distinctions: Research and Sponsored Projects Outstanding Performance Award, Univ. of Texas El Paso, 2014; Peter de Wetter Distinguished Professorship in Health Sciences, Univ. of Texas El Paso, 2011-15; Inter-American Foundation Fellowship Award, 1990-91.

Recent publications: 6 – “The Value of Using Seasonal and Meteorological Variables to Model Intra-Urban PM_{2.5} variation.” With H. Olvera Alvarez, et al. *Atmospheric Environment* 182 (2018); “Evaluation of Sources and Patterns of Elemental Composition of PM_{2.5} at Three Low-Income Neighborhood Schools and Residences in Quito.” With A. Raysoni, et al. *International Journal of Environmental Research Public Health* 14:7 (2017); “Genetic Evidence of Enzootic Leishmaniasis in a Stray Canine and Texas Mouse from Sites in West and Central Texas.” With E. Kipp, et al. *Memórias do Instituto Oswaldo Cruz* 111:10 (2016); “Food Insecurity is Associated with Undernutrition but not Overnutrition in Ecuadorian Women from Low-Income Urban Neighborhoods.” With M. Weigel, et al. *Journal of Environmental Public Health* (2016); “Association of household food insecurity with the mental and physical health of low-income urban Ecuadorian women with children.” With M. Weigel, et al. *Journal of Environmental and Public Health* (2016); “Assessment of Indoor/Outdoor PM Species at Schools and Residences in a High-Altitude Ecuadorian Urban Center.” With A. Raysoni, et al. *Environmental Pollution* 214 (2016); “Residential Exposure to Urban Traffic Is Associated with Increased Carotid Intima-media Thickness in Children.” With M. Weigel, et al. *Journal of Environmental Public Health* (2015); “Musculoskeletal injury, functional disability, and health related quality of life in aging Mexican immigrant farmworkers.” With M. Weigel, et al. *Journal of Immigrant Minority Health* (2013). (Additional 1 article since 2013.)



Arnove, Robert: Chancellor's Prof. Emeritus, School of Education, IUB

Tenure status: Emeritus

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of Michigan, 1959; M.A. Tufts Univ., 1961; Ph.D. Stanford Univ., 1969

Research/teaching specializations: Comparative/International education, sociology/anthropology of education focused on education and sociocultural and political change; world-systems analysis; Nicaraguan education under different political regimes.

Overseas field experience: Costa Rica, Guatemala, Honduras, Nicaragua

Non-English language competence: Spanish-4, Portuguese-4, French-3

Area courses taught: 5 – Sociology of Development, Comparative and International Education; Comparative Higher Education; Education and Social Change; Education, Cultural, and Colonialism

Distinctions: Visiting Scholar, Graduate School of International Development, Univ. of Nagoya (Japan), 2014; Fulbright Senior Scholar, Univ. Nacional de 3 de Febrero (Argentina), 2011; Distinguished Rank of Chancellors' Professor, 2001; Visiting Fulbright Scholar, Univ. Federal da Bahia (Brazil), 1995.

Recent publications: 4 – "Education as an Ethical Concern in the Global Era: Vexing Cases Require a Simultaneous Social Science and Philosophical Response." With B. Bull. *Forum for International Research in Education* 2:2 (2015); "Innovating in Higher Education: Challenges and Responses within a Conservative Context." With J. Whiteheart. *International Journal of Leadership and Change* 3:1 (2015); "World Culture and the Capitalist World-System in Transition." With T. Griffiths. *Globalisation, Societies, and Education* 13:1 (2015); "Many Cultures, One Family at the Newcomers School." With V. Wreden Sadeq. *Encyclopaideia: Journal of Phenomenology and Education* 34 (2013). **Also:** *Education as Contested Terrain: The Case of Nicaragua, 1979-1983*. Boulder: Westview Press, 1994; *Education and Revolution in Nicaragua*. New York: Praeger, 1986; "Adult Education and State Policy in Latin America: The Contrasting Cases of Mexico and Nicaragua" With C. Torres. *Comparative Education* 31:3 (1995)

Arredondo, Mariella: Associate Director, The Equity Project, School of Education, IUB.

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A., Antioch College, 1998; M.A., Ohio State Univ., 2000; M.A., Ph.D., Indiana Univ., 2004, 2013.

Administrative posts: Associate Director, The Equity Project, School of Education, 2014-

Research/teaching specializations: Educational policies, practices, curricula, and interventions/solutions targeted at narrowing disparities and eliminating stratification.

Non-English language proficiency: Spanish-5, Quechua-3, Portuguese-1

Recent publications: "You Can't Fix What You Don't Look At: Acknowledging Race in Addressing Racial Discipline Disparities." Co-authored with Prudence L. Carter, et al. *Urban Education* 52:2 (2017); "In and of Itself a Risk Factor: Exclusionary Discipline and the School-to-Prison Pipeline." Co-authored with Russell J. Skiba and Natasha T. Williams. In *Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline*. Ed. Kenneth J. Fasching-Varner, et al. Lanham, Md.: Lexington Books, 2017; "New and Emerging Knowledge about Discipline Disparities: The Status of Research." Co-authored with Russell J. Skiba, et al. In *Inequality in School Discipline: Research and Practice to Reduce Disparities*. Ed. Russell J. Skiba, et al. New York: Palgrave MacMillan, 2016; "More than a Metaphor: The Contribution of Exclusionary Discipline to a School-to-Prison Pipeline." Co-authored with Russell J. Skiba and Natasha T. Williams. *Equity and Excellence in Education* 47:4 (2015); "A Right to Disclose: LGBTQ Youth Representation in Data, Science, and Policy." Co-authored with Shannon Snapp, et al. *Advances in Child Development and Behavior: Theoretical and Empirical/Methodological Issues Associated with Equity and Justice*. Ed. Stacy Horn, et al. Amsterdam: Elsevier Limited, 2016. (Additional 8 articles since 2013.)



Avellaneda, Claudia: Associate Professor, School of Public and Environmental Affairs, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.S. Colegio Mayor de Cundinamarca, 1987; M.S. Texas AandM Univ.-Kingsville, 2002; Ph.D. Texas AandM Univ., 2007

Administrative posts: Chair, Governance and Management Faculty, School of Public and Environmental Affairs.

Research/teaching specializations: Decentralization, public policy, innovation, governance, and public management, with a regional focus on Latin America.

Overseas field experience: Colombia, El Salvador, Guatemala, Honduras, Mexico, Panama

Non-English language proficiency: Spanish-5, Portuguese 1

Area courses taught: 5 – Public Management; Governance in Developing Countries; Comparative Public Policy; Latin American Politics and Political Economy; Comparative Public Administration and Management

Number of dissertations or theses supervised since 2013: 21

Distinctions: Inaugural Recipient of Most Inclusive Award, SPEA Student Choice Awards, 2015; Special Recognition at the International Women's Day Celebration by the UNCC International Women's Day Committee, 2012; Guest Speaker at the Hispanic Heritage Month Celebration at UNC-Charlotte, 2011; Latina Women's Achievement Award, 2011.

Recent publications: 5 – “Chief Executives’ Approval of Immigrants: Evidence from a Survey Experiment of 101 Latin American and Caribbean Mayors.” With J. Olvera. *Journal of Behavioral Public Administration* 1:1 (2018); *Comparative Public Management: Why National, Environmental, and Organizational Context Matters*. With K. Meier and A. Rutherford. Washington: Georgetown Univ. Press, 2017; “Identifying the Macro-Level Drivers of Adolescent Fertility Rate in Latin America: The Role of School-Based Sexuality Education.” With E. Dávalos. *American Journal of Sexuality Education* 12:4 (2017); “What Drives Japanese INGOs to Operate in Latin American Countries?” With M. Johansen and K. Suzuki. *International Journal of Public Administration* 40:8 (2017); “Is Small Beautiful? Testing the Direct and Nonlinear Effects of Size on Brazilian Municipal Performance.” With R. Corrêa Gomes. *Public Administration Review* 75:1 (2015). “Mayoral Decision Making: Issue Salience, Decision Context and Choice Constraint? An Experimental Study with 120 Latin American Mayors.” *Journal of Public Administration Research and Theory*, 23:3 (2013); **Also:** “Municipal Revenue Strategy in a Latin American Setting: Does the Public Manager’s Background Matter?” *Public Management Review*, 14:8 (2012); “Policymaking in Parochial Legislatures: What Laws Does the Colombian Congress Pass?” With F. Botero and M. Escobar-Lemmon. *The Latin Americanist*, 56:2 (2012).

Bauman, Richard: Distinguished Professor Emeritus, Folklore and Ethnomusicology, IUB

Tenure status: Emeritus

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of Michigan, 1961; M.A., Indiana Univ., 1962; M.S., Ph.D., Univ of Pennsylvania, 1968.

Research/teaching specializations: Mexico, market language, performance theory, festival drama

Overseas field experience: Mexico

Non-English language competence: Spanish-5, French-4, German-4

Distinctions: Lifetime Scholarly Achievement Award, American Folklore Society, 2008; John Simon Guggenheim Fellowship, 1990; National Endowment for the Humanities, 1978-79, 1989.

Recent publications: None. **Also:** *A World of Other's Words: Cross-Cultural Perspectives on Intertextuality*. Oxford: Blackwell, 2004.; *Voices of Modernity: Language Ideologies and the Production of Social Inequality*. With C. Briggs. New York: Cambridge Univ. Press, 2003; “Disciplinarity, Reflexivity, and Power in Verbal Art as Performance.” *Journal of American Folklore* 115:455 (2002); “Mediational Performance, Traditionalization, and the Authorization of Discourse.” In *Verbal Art Across Cultures: The Aesthetics and Proto-Aesthetics of Communication*. Ed. H. Kothhoff and H. Knoblauch. Tübingen: Gunter Narr Verlag, 2001.



Becker, Charles D.: Clinical Professor, School of Public Health, IUB

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.A. Indiana Univ., 1975; M.A. Indiana Univ., 2003. Ph.D., Institute of Archaeology and Ethnography of the National Academy of Sciences, Republic of Armenia (honoris causa), 2013

Administrative posts: Founding Director, Center for Underwater Science, 1992-

Research/teaching specializations: Marine protected areas; underwater archaeology; underwater parks; marine biology; marine conservation; scientific scuba diving; recreational scuba diving; maritime history and technology

Overseas field experience: Cayman Islands, Colombia, Dominican Republic, Haiti, Jamaica, Turks and Caicos

Non-English language competence: Spanish-2; French- 2

Area courses taught: 4 – Tropical Biology of Cayman Islands; Field Study in Anthropology (Dominican Republic); Living Museums in the Sea; Field Research in the Dominican Republic

Dissertations or theses supervised since 2013: 5

Distinctions: Community Service Award, Professional Association of Diving Instructors (PADI), 2017; *Scuba Diving Magazine* Sea Hero Award, 2016; Membership Achievement Award, PADI, 2014; Certificate of Appreciation, Explorer's Club, 2014; Federal Advisory Committee for Marine Protected Areas Cultural Working Committee Member, 2013; Research Associate, Museo de Hombre Dominicano, Dominican Republic, 2012;

Recent publications: 4 – “Isotopic Evidence of Recent, Coastal Paleoclimate from Archaeological Gastropod Shells.” With K. Nold, et al. *Palaios* (Forthcoming); “Underwater Caves in the Taino World.” With M. Maus, et al. In *The Archaeology of Underwater Caves*. Ed. P. Campbell. Gainesville: Univ. Press of Florida, 2016; “The Wreck of the Quedagh Merchant: Captain Kidd's Lost Ship.” With F. Hanselmann. In *Pieces of Eight: More on the Archaeology of Piracy*. Ed. C. Ewen and R. Skowronek. Gainesville: Univ. Press of Florida, 2016; “Preliminary Analysis of 16th-Century Wrought Iron: Caballo Blanco, Dominican Republic.” With M. Maus, et al. *ACUA Underwater Archaeology Proceedings 2014*. Columbus: PAST Foundation, 2014; “The 1725 Nuestra Señora de Begoña: Ongoing Investigations of a Spanish Merchant Frigate and Cultural Conservation Strategies in La Caleta de Caucedo, Dominican Republic.” With M. Maus. *ACUA Underwater Archaeology Proceedings 2013*. Columbus: PAST Foundation, 2013; **Also:** *Living Museums in the Sea Dive Slates. Three educational dive slates with site plans*. With L. Ayres, et al. US Agency for International Development, Ministerio de Cultura Dominicano, and Consorcio de Competitividad Turística. 2012.

Bein, Frederick L.: Professor, Geography, IUPUI

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A. Univ. of Colorado, 1969; M.A., Ph.D. Univ. of Florida, 1971, 1974.

Research/teaching specializations: Tropical agriculture and environments, geographic education, environmental conservation, tropical soils, Africa, Latin America, South Pacific

Overseas field experience: Brazil, Costa Rica,

Non-English language competence: Portuguese-5; Spanish-5

Area courses taught: 2 – Environmental Conservation, Geography of Latin America

Distinctions: Chancellor's Faculty Award for Excellence in Civic Engagement, 2009; Legion of Honor Award for Lifelong Service to K-12 Geographic Education in Indiana, 2008; Fulbright Scholar in Mozambique, 2004-05; Citizens Award from Indiana Council for Social Studies, 1995

Recent publications: None. **Also:** “Sustainable Food Production.” In *Food and Famine in the 21st Century: Volume 1: Topics and Issues*. Ed. W. Dando. Santa Barbara: ABC-CLIO Publishers, 2012; “A Picture is Worth 645 Words: Travels of a T-shirt. *Focus on Geography* 54:4 (2011); “The Urban-Rural Continuum.” *Encyclopedia of Human Geography*. London: SAGE Publications, 2006.



Brant, Herbert: Associate Professor, World Languages and Cultures, IUPUI

Tenure Status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Rosary College, 1980. M.A., Ph.D. Univ. of Illinois at Urbana-Champaign, 1985, 1990.

Administrative Posts: Director of Spanish Program, 2002-07, 2012-15; Director of Graduate Studies for Spanish, 2008-10; Lead Undergraduate Advisor for World Languages and Cultures, 2005-15.

Research/teaching specializations: Spanish language and pedagogy, Argentine literature and culture, 20th century prose fiction of Latin America, GLBTQ literature of Latin America, Jorge Luis Borges.

Overseas field experience: Argentina, Mexico

Non-English language competence: Spanish-4

Area courses taught: 12 – Intro. to Hispanic Culture; Spanish American Civilization and Culture; Survey of Latin American Literature I and II; Studies in Latino and Spanish American Culture; Modernism and the Avant-garde in Latin America; Fantastic Fiction of Latin America; Sexuality and Gender in Latin American Literature, 20th-Century Spanish American Prose Fiction, Topics in Contemporary Spanish American Literature; Studies in Latino and Spanish American Culture; Internship in Spanish.

Distinctions: Indiana Spanish Teacher of the Year, American Association of Teachers of Spanish and Portuguese (IAATSP), 2006.

Recent publications: 1 – “‘Pero vos ya conocés bien mis delirios místicos’: The Search for Sublime Union in the Fiction of Pablo Pérez.” *Chasqui: Revista de Literatura Latinoamericana* 44:1 (2015); **Also:** “‘El enemigo es múltiple y adopta disfraces’: La performatividad y la identidad *queer* en *El placer desbocado* de Ernesto Schóo.” *Hispania* 96:4 (2013); “Homosexual Desire and Existential Alienation in Renato Pellegrini’s *Asfalto*.” *Confluencia: Revista Hispánica de Cultura y Literatura*. 20:1 (2004); “Ernesto Schóo’s Función de gala: Gay Camp as Social Satire.” *Latin American Literary Review* 63 (2004).

Brondizio, Eduardo: Professor, Anthropology, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.S. Univ. de Taubate, 1987; Ph.D. Indiana Univ., 1996.

Administrative Posts: Director, Center for the Analysis of Social-Ecological Landscapes, 2015-; Chair, Advisory Council, Ostrom Workshop in Political Theory and Policy Analysis, 2014-15.

Research/teaching specializations: Environmental anthropology; Amazon populations and human-environment interactions; rural studies and development; land use change and decisions; urbanization; rural-urban migration

Overseas field experience: Brazil, Mexico, Nicaragua

Non-English language competence: Portuguese-5, Spanish-3, French-3

Area courses taught: 6 – People and Plants: An Intro. to Ethnobotany; Sustainability and Society; Environmental Anthropology; Peoples of Brazil; Native Amazonians; Brazilian and Amazonian History;

Dissertations or theses supervised since 2013: 7

Distinctions: International Advisory Board of the Brazilian Research Network on Global Climate Change, 2017-19; Co-Chair, Global Assessment of Biodiversity and Ecosystem Services, UN Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services, 2016-17; Invited Scholar, Research Institute for Humanities and Nature, Japan, 2016; Advisory Board, Predicting and Assessing Natural Capital and Ecosystem Services, Integrated Research System for Sustainability Science, 2016-20; Trustees’ Teaching Award 2001.

Recent publications: 59 – *Rethinking Environmentalism: Linking Justice, Sustainability, and Diversity*. Ed with S. Lele, et al. Cambridge: MIT Press, 2018; “Quilombos as ‘Green Collectives’: Contesting and Incorporating Environmentalism in the Atlantic Rainforest, Brazil.” With R. Penna Firme. *Ambiente e Sociedade* 20:2 (2017); “Adapting to urban challenges in the Amazon: Flood risk and infrastructure deficiencies in Belém, Brazil.” With A. Mansur, et al. *Regional Environmental Change* 18:5 (2017); “Social and Health Dimensions of Climate Change in the Amazon: A Review.” With A. de Lima, et al. *Annals of Human Biology* 43:4 (2016); “The Anthropocene.” Ed. with J. Syvitski. Special Issue of *Global Environmental Change: Human and Policy Dimensions* 39 (2016); “Environmental Governance for All.” With M. LeTourneau. *Science* 352:6291 (2016); “A Conceptual Framework for Analyzing Deltas as Coupled Social Ecological Systems: An Example from the Amazon River.” With N. Vogt, et al. *Sustainability Sciences* 11:4 (2016). (Additional 52 publications since 2013.)



Brothers, Timothy: Associate Professor Emeritus, Geography, IUPUI

Tenure Status: Emeritus

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A., Univ. of California Davis 1978; M.A., Ph.D. Univ of California Los Angeles, 1981, 1985

Research/teaching specializations: Biogeography, physical geography, human-caused environmental change, Caribbean geography, landscape change, deforestation and conservation in Haiti and the Dominican Republic.

Overseas field experience: Cuba, Dominican Republic, Haiti

Non-English language competence: Spanish-5

Area courses taught: 6 – Physical Systems of the Environment; Biogeography: The Distribution of Life; Human Impact on the Environment; Geography of the Caribbean; Geography Field Study; Cultural Biogeography

Recent publications: None. **Also:** “Deforestation in the Dominican Republic: a village-level view.”

Environmental Conservation 24:3 (1997); “Surface-Mine Grasslands.” *Geographical Review* 80:3 (1990); “Book Review. Nature’s Heartland: Native Plant Communities of the Great Plains Illustrated in Seasonal Color.” By Bill Boon and Harlen Groe. *Geographical Review* 82:2 (1992).

Brown, Kevin, Richard S. Melvin Professor, Maurer School of Law, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 10%

Education: B.S. Indiana Univ., 1978; J.D. Yale Univ., 1982

Administrative Posts: Director of the Hudson and Holland Scholars Program, 2004-08

Research/teaching specializations: Law, education and race theory, race relations in Latin America.

Overseas field experience: Nicaragua

Non-English language competence: Spanish-3

Area courses taught: Law and Education; Law and Development; Comparative Inequality

Dissertations or theses supervised since 2013: 3

Distinctions: Dean Frank Motley Outstanding Faculty and Staff Award, IU Black Law Student Association, 2016; IU Building Bridges Award, 2015; IU Black Student Choice Award, 2012; Leon Wallace Teaching Award, Maurer School of Law, 2010.

Recent publications: 4 – “The Essence of African-American Culture is Resistance against our Racial Oppression.” In *Contesting Marginalisations: Ambedkarism and Social Justice*. Ed. V. Rawat. Maharashtra, India: People’s Literature Publication, 2017; “The Enduring Integration School Desegregation Helped to Produce.” *Case Western Law Review* 67:4 (2017); *Because of Our Success: The Changing Racial and Ethnic Ancestry of Blacks on Affirmative Action*. Durham: Carolina Academic Press, 2014; “The Rise and Fall of the One-Drop Rule.” In *Color Matters: Skin Tone Bias and the Myth of a Post-Racial America*. Ed. K. Norwood. New York: Routledge, 2013; “The History and Conceptual Elements of Critical Race Theory.” In *Handbook of Critical Race Theory in Education*. Ed. M. Lynn and A. Dixson. New York, Routledge, 2013; **Also:** “The Social Reconstruction of Race and Ethnicity of the Nation’s Law Students: A Request to the ABA, AALS and LSAC For Changes In New Reporting Requirement.” With T. Romero. *Michigan State Law Review* 1133 (2011).



Caddoo, Cara, Assistant Professor, Media School, History, IUB

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A. New York Univ., 2001; M.A. Columbia Univ., 2005; M.F.A., Ph.D. City Univ of New York, 2007, 2013.

Research/teaching specializations: African American History; Diaspora and Race; Film, Media and Popular Culture; Built Environment; Religion

Overseas field experience: Canada, France, Jamaica

Non-English language proficiency: French-1

Area courses taught: 2 – Black Visuality; History of Media and Consumer Culture

Dissertations or theses supervised since 2013: 12

Distinctions: Best Film Books of 2015, Huffington Post, 2015; Vincent P. DeSantis Best First Book Prize, Society of Historians of the Gilded Age and Progressive Era, 2015; Finalist, Jane Jacobs Urban Communication Book Prize, 2015; 27 Great Books You Should've Heard About, Annual List, Slate, 2015.

Recent publications: 5 – “Black Newspapers, Real Property, and Mobility in Memphis after Emancipation.” *The Journal of African American History* 102:4 (2017); *Envisioning Freedom: Cinema and the Building of Modern Black Life*. Cambridge: Harvard Univ. Press, 2014; “Put Together to Please a Colored Audience: Black Churches, Modern Motion Pictures, and Migration at the Turn of the Twentieth Century.” *Journal of American History* 101:3 (2014); “Circuits of Exchange: The Caribbean in Early Black Cinema Culture.” *SX Salon: A Small Axe Literary Platform* 17 (2014); “Envisioned Communities.” In *Converging Identities: Blackness in the Contemporary African Diaspora*. Ed. J. Adekunle and H. Williams. Durham: Carolina Academic Press, 2013; **Also:** “Double Consciousness and the Visual World of Zora Neale Hurston.” *Theorizing Visual Studies: Writing Through the Discipline*. Ed. James Elkins. New York: Routledge, 2012.

Carlson, Timothy: Professor, Cariology, Operative Dentistry, and Dental Public Health, IUPUI

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A. North Park Univ., 1974; D.D.S., M.S. Indiana Univ., 1978, 1986

Administrative posts: Director of International Service Learning, School of Dentistry

Research/teaching specializations: Operative dentistry, fixed partial prosthodontics, international service learning

Overseas field experience: Ecuador, Haiti

Non-English language proficiency: Haitian Creole-4; Spanish-3

Area courses taught: 2 – International Service Learning, Ecuador; International Service Learning, Haiti.

Number of dissertations or theses supervised since 2013: 11

Distinctions: Gannett Foundation Grant, “A Community That Thrives: IU School of Dentistry Student Outreach Center,” 2017-18; American Dental Association Humanitarian Award (nominated), 2015-16; Distinguished Faculty Award for Teaching, IU School of Dentistry, 2010; Trustees Teaching Award, IU School of Dentistry, 2001, 2004, 2006; Outstanding Faculty Member of the Year, Indiana Dental Association, 2001.

Recent publications: None. **Also:** “Interdisciplinary Treatment of Restorative and Removable Partial Dentures.” With K. Czarkowski. *20th Proceedings of IUSD Research Day* (2012); “International Service Learning and Changes in Cultural Competence in Dental Students.” With E.A. Martínez-Mier, et al. Poster for Indiana Campus Compact Service Engagement Summit (2011); “A Three-Year Clinical Evaluation of Two Dentin Bonding Agents.” With B. Mattis, et al. *Journal of the American Dental Association* 135:4 (2004); “Clinical Evaluation of In-Office and At-Home Bleaching Treatments.” With R. Zekonis, et al. *Operative Dentistry* 28:2 (2003).



Carvalho, Daniel: Assistant Professor, Kelley School of Business, IUB

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A., M.S. Pontifical Catholic Univ. of Rio de Janeiro, 2001, 2004; M.A., Ph.D. Harvard Univ., 2006, 2009.

Research/teaching specializations: Corporate finance; banking; government control of banks; debt maturation, industry downturns, and valuation losses.

Overseas field experience: Brazil

Non-English language proficiency: Portuguese-5

Area courses taught: 1 – Banking and Financial Intermediation

Distinctions: Best Paper Award, California Corporate Finance Conference, 2010; GIC Award for Excellence in Teaching Economics, Harvard Univ., 2008.

Recent publications: 5 – “How Do Financing Constraints Affect Firms’ Equity Volatility?” *Journal of Finance* 73:3 (2018); “The Impact of Bank Credit on Labor Reallocation and Aggregate Industry Productivity.” With J. Bai and G. Phillips. *Papers of the National Bureau of Economic Research*, 2017; “Lending Relationships and the Effect of Bank Distress: Evidence from the 2007-2008 Financial Crisis.” With M. Ferreira and P. Matos. *Journal of Financial and Quantitative Analysis* 50:6 (2015); “Financing Constraints and the Amplification of Aggregate Downturns.” *Review of Financial Studies* 28:9 (2015); “The Real Effects of Government-Owned Banks: Evidence from an Emerging Market.” *Journal of Finance* 69:2 (2014).

Castañeda, Quetzil: Senior Lecturer, CLACS, IUB

Tenure status: Non tenure-track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Cornell Univ., 1983; M.A., Ph.D. State Univ. of New York at Albany, 1986, 1991

Administrative Posts: Senior editor of *Journal of Latin American and Caribbean Anthropology*, 2018-; Director, The Open School of Ethnography and Anthropology, Mexico, 2003-.

Research/teaching specializations: Globalization, neoliberalism, Latin America, Mexico, Maya peoples, indigeneity, human rights, tourism, world heritage, visual research, service learning, language revitalization, critical cultural studies, humanism.

Overseas field experience: Mexico, Honduras

Non-English language competence: Spanish-5, Yucatec-Maya-5

Area courses taught: 6 – Contemporary Latin America; Colonial Latin America; Altered States: Healing, Spirituality, Power; Tourism, Culture, Power; Indigenous Rights and Neoliberalism; Elementary Yucatec Maya; Intermediate Yucatec Maya.

Recent publications: 3 – “Introduction to the Anthropology of Tourism.” In *Tourism Ethnography: Edward M. Bruner and the Challenge of Taking Anthropology Seriously*. Ed. Q. Castaneda and N. Leite. Lanham, Md.: Lexington Books, Forthcoming; “Situating Activism in Archaeology: Science, Activist Affect, and the Archaeological Record.” In *Transforming Archaeology: Activism Practices and Prospects*. Ed. S. Atalay, et al. Walnut Creek, Calif.: Left Coast Press, 2014; “Archaeology Meccas of Tourism: Exploration, Protection, and Exploitation.” With J. Matthews. In *Tourism and Archaeology: Sustainable Meeting Grounds*. Ed. C. Walker and N. Carr. New York: Routledge, 2013. **Also:** “The Neo-Liberal Imperative of Tourism: Rights and Legitimization in the UNWTO Global Code of Ethics.” *Practicing Anthropology* 34:3 (2012); “Tourism as ‘A Force for World Peace’: Politics of Tourism, Tourism as Governmentality and the Tourism Boycott of Guatemala.” With J. Burtner. *Journal of Tourism and Peace Research* 1:2 (2010); “Heritage and Indigeneity: Transformations in the Politics of Tourism. In *Cultural Tourism in Latin America: The Politics of Space and Imagery*. Ed. M. Baud and A. Ypeji. Leiden, Netherlands: Brill, 2009; “Aesthetics and Ambivalence of Maya Modernity: The Ethnography of Maya Art.” In *Crafting Maya Identity: Contemporary Wood Sculptures from the Puuc Region of Yucatán, Mexico*. Ed. J. Kowalski. DeKalb, IL: Northern Illinois Univ. Press, 2009.



Castro, Vania: Senior Lecturer, Spanish and Portuguese, IUB

Tenure status: Non tenure-track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of Brasília, 1987; M.A. Indiana Univ., 1994.

Administrative Posts: Supervisor of Undergraduate Portuguese Courses, 2008-

Research/teaching specializations: Native American folklore, Brazilian and Spanish American literature

Overseas field experience: Brazil.

Non-English language competence: Portuguese-5, Spanish-4

Area courses taught: 7 – Intensive Portuguese; Elementary Portuguese; Second-Year Portuguese; Topics in Luso-Brazilian Culture; Advanced Grammar and Composition in Portuguese; Reading and Conversation in Portuguese; Elementary Portuguese for Graduate Students.

Distinctions: AATSP Indiana EXTIMO Student Voice Award for Outstanding Portuguese Teaching, 2015; Certification of outstanding efforts in the establishment of the Portuguese Program at The Australian National Univ., 2015; Indiana Univ. NTT Teaching Award, 2009.

Clay, Keith: Distinguished Professor, Biology, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 15%

Education: B.S. Rutgers College, 1977; Ph.D. Duke Univ., 1982

Administrative Posts: Director, IU Research and Teaching Preserve, 2012-14; Director, IU Center for Research in Environmental Science, 2007-13

Research/teaching specializations: Species interactions, community ecology, biodiversity, disease, symbiosis

Overseas field experience: Costa Rica

Non-English language competence: Spanish-4

Area courses taught: 3 – Biodiversity, Community Ecology, Tropical Biology in Costa Rica.

Number of dissertations or theses supervised since 2013: 4

Distinctions: Visiting Professor at the Royal Netherlands Academy of Arts and Sciences, 2012-13; Fellow at the American Association for the Advancement of Science, 2005-; A.R. Wallace-R.E. Franklin Medal, Dept. of Biology, 2003.

Recent publications: 28 – “Plant Host and Geographic Location Drive Endophyte Community Composition in the Face of Perturbation.” With N. Christian, et al. *Microbial Ecology* 72:3 (2016); “Emergence and Accumulation of Novel Pathogens Suppress an Invasive Species.” With K. Stricker, et al. *Ecology Letters* 19:4 (2016); “Microbiomes: Unifying Animal and Plant Systems through the Lens of Community Ecology Theory.” With N. Christian, et al. *Frontiers in Microbiology* 6 (2015); “Phylogenetic and Chemotypic Diversity of *Periglandula* Species in Eight New Morning Glory Hosts.” With W. Beaulieu, et al. *Mycologia* 107:4 (2015); “Bacterial Communities of Two Tick Species and Blood of Their Shared Rodent Host.” With E. Rynkiewicz, et al. *Molecular Ecology* 24:10 (2015); “Fire and Non-Native Grass Invasion Interact to Suppress Tree Regeneration in Eastern Deciduous Forests.” With S. Flory, et al. *Journal of Applied Ecology* 52:4 (2015); “CTFS-ForestGEO: A Worldwide Network Monitoring Forests in an Era of Global Change.” With K. Teixeira, et al. *Global Change Biology* 21:2 (2015). (Additional 21 publications since 2013.)



Clements, Joseph Clancy: Professor, Spanish and Portuguese, Linguistics, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 40%

Education: B.A., M.A., Tübingen Univ., 1979; Ph.D. Univ. of Washington, 1985

Administrative posts: Director of Undergraduate Studies, Linguistics

Research/teaching specializations: Contact Linguistics, Pidgins and Creoles, Sociolinguistics, Historical Linguistics and Language Change, Spanish Syntax

Overseas field experience: Spain, Portugal

Non-English language proficiency: Spanish-5, Portuguese-4, Korlai Creole Portuguese-4, French-3, Catalan-2, Daman Creole Portuguese-2

Area courses taught: Intro. to Hispanic Linguistics, Languages in Contact with Spanish, Intro. to Sociolinguistics, Pidgin and Creoles.

Number of dissertations or theses supervised since 2013: 4

Distinctions: Fundação Luso-Americana Fellowship, 2011

Recent publications: 5 – “Portuguese Settlement of the Chaul/Korlai Area and the Formation of Korlai Creole Portuguese.” *Journal of Language Contact* 8:1 (2015); “Form Selection in Contact Languages: Evidence from some Portuguese- and Spanish-Lexified Contact Varieties.” In *Portuguese/Spanish Interfaces: Diachrony, Synchrony, and Contact*. Ed. P. Amaral and A. Carvalho. Amsterdam: Benjamins, 2014; “The Status of Portuguese/Spanish /r/ and /r/ in Some Iberian-Based Creole Languages.” *Papia* 24:2 (2014); “Contact Intensity and the Borrowing of Bound Morphology in Korlai Indo-Portuguese.” With A. Luís. In *Borrowed Morphology*. Ed. F. Gardani, et al. Berlin: Gruyter, 2014; “Brazilian Portuguese and the Ecology of (Post-)Colonial Brazil.” In *Iberian Imperialism and Language Evolution in Latin America*. Ed. S. Mufwene. Chicago: Univ. of Chicago Press, 2014. **Also:** “Notes on the Phonology and Lexicon of Indo-Portuguese Creoles.” In *Ibero-Asian Creoles: Comparative Perspectives*. Ed. H. Cardoso, et al. Amsterdam: Benjamins, 2012; “The Spanish-Based Creoles.” *Handbook of Hispanic Linguistics*. Eds. J. Hualde, et al. Oxford: Blackwell, 2012; *Language Change in Contact Languages: Grammatical and Prosodic Considerations* (ed.). With S. Gooden. Amsterdam: Benjamins, 2011.

Cluver, Claus: Professor Emeritus, Comparative Literature, IUB

Tenure status: Emeritus

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.A., D.Phil. Hamburg Univ., 1958, 1978; M.A. Indiana Univ., 1958

Administrative posts:

Research/teaching specializations: Theory, methods, and didactics of intermediality; theory and methods of comparative literature; 20th-century Western literature; word-image relations; visual and concrete poetry.

Overseas field experience: Brazil, Portugal

Non-English language proficiency: Portuguese-5, Spanish-4

Distinctions: Medalha, Univ. de Lisboa, 2004; Ph.D. (honoris causa), Lunds Univ. (Sweden), 2003

Recent publications: 3 – “On Gazers’ Encounters with Visual Art: Ekphrasis, Readers, ‘Iconotexts’.” In *Ekphrastic Encounters: New Interdisciplinary Essays on Literature and the Visual Arts*. Ed. D. Kennedy and R. Meek. Manchester: Manchester Univ. Press, Forthcoming; “A New Look at an Old Topic: Ekphrasis Revisited.” *Todas as Letras – Revista de Língua e Literatura* 19:1 (2017); “Comparative Literature and the Shifting Paradigms of Literary Study.” With C. Flanigan. In *The Ritual Life of Medieval Europe: Papers by and for C. Clifford Flanigan*. Ed. R. Clark. *ROMARD: Research of Medieval and Renaissance Drama* 52/53 (2014); “On Modern Graffiti and Street Murals: Metareferential Aspects of Writings and Paintings on Walls.” In *The Metareferential Turn in Contemporary Arts and Media: Forms, Functions, Attempts at Explanations*. Ed. W. Wolf, et al. Amsterdam: Rodopi, 2011; “The White Sound of Concrete Poems.” *Itinerários: Homenagem a Solange Ribeiro de Oliveira*. Ed. T. Diniz and L. Vilela. Belo Horizonte: Editora UFMG, 2009.



Cohen, Judah: Lou and Sybil Mervis Professor of Jewish Culture, Jewish Studies, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 10%

Education: B.A. Yale Univ., 1995; M.A., Ph.D. Harvard Univ., 1998, 2002.

Administrative Posts: Interim Director, Borns Jewish Studies Program, 2017-18; Chair, Research Affairs Committee, IUB, 2017-18; Director of Undergraduate Studies, Borns Jewish Studies Program, 2014-17

Research/teaching specializations: Music in Jewish life; musical theater; Caribbean Jewish history

Overseas field experience: US Virgin Islands

Non-English language competence: French-3, Spanish-1

Area courses taught: 2 – Music in Judaism; Jewish Life in Latin America and the Caribbean

Dissertations or theses supervised since 2013: 3

Distinctions: Academic Advisory Board Member, Center for Jewish History, 2015-18; Bernard and Audre Rappoport Fellowship, American Jewish Archives, 2014; “Extraordinary Opportunity” Grant from OVRP to commission and perform a full-length opera based on the diary of Anne Frank, 2014; Starr Fellowship in Judaica, Harvard Univ., 2013; Indiana Univ. Trustees Teaching Award, 2010 and 2008.

Recent publications: 5 – “Trading Freedoms?: Exploring Colonial Jewish Merchanthood between Europe and the Caribbean.” In *American Jewry: Transcending the European Experience?* Ed. C. Wiese and C. Wilhelm. New York: Bloomsbury, 2016; “Hearing Echoes, Sensing History: The Challenges of Musical Diasporas.” In *Theory and Method in Historical Ethnomusicology*. Eds. D. Hebert and J. McCollum. Lanham: Lexington Books, 2014; “The Soundstage of Jewish Life, North and South.” In *Mazal Tov Amigos! Jews and Popular Music in the Americas*. Ed. A. Ran and M. Morad. Leiden: Brill, 2016; “Inscribing Ourselves with History: The Production of Heritage in Today’s Caribbean Jewish Diaspora.” In *The Jewish Diaspora in the Caribbean*. Ed. J. Gerber. Oxford: The Littman Library of Jewish Civilization, 2013. **Also:** “Arabs and Jews in the Virgin Islands: A Search for Caribbean Paradigms.” *Latin American and Caribbean Ethnic Studies* 6:2 (2011); *Through the Sands of Time: A History of the Jewish Community of St. Thomas, U.S. Virgin Islands*. Hanover: Brandeis Univ. Press, 2004.

Cohn, Deborah: Professor, Spanish and Portuguese and American Studies, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of California Berkeley, 1988; M.A. Univ. of Michigan, 1990; Ph.D. Brown Univ., 1996

Administrative posts: Associate Director, College of Arts and Humanities Institute

Research/teaching specializations: Cold War cultural diplomacy; literature of the Americas; promotion of Latin American literature in the US during the Cold War; Latinx literature

Overseas field experience: Chile, Guatemala, Mexico, Nicaragua, Peru, Uruguay

Non-English language proficiency: Spanish-4; French-2; Portuguese-1

Area courses taught: 5 – Intro to Hispanic Literature; Panoramas of Hispanic Literature; Modern Spanish-American Prose Fiction; Hispanic Literature and Society; Hispanic American National/Regional Literatures

Number of dissertations or theses supervised since 2013: 6

Distinctions: Rockefeller Archive Center Research Fellowship, 2017-18; National Endowment for the Humanities Sumer Stipend Award, 2016; Mellon Innovative International Research, Teaching, and Collaboration Award, 2014; IU Trustees Teaching Award, 2012; Outstanding Graduate Mentor Award, 2011;

Recent publications: 4 – “Cultural Diplomacy and the Promotion of Latin American Literature in the U.S. Univ. during the Cold War.” In *The Routledge Companion to Inter-American Studies*. Ed. W. Raussert. London: Routledge, 2017; “‘In between propaganda and escapism’: William Faulkner as Cold War Cultural Ambassador.” *Diplomatic History* 40:3 (2016); “Latino/a and Chicano/a Literary Criticism Published outside of the U.S.” *American Literary Scholarship: An Annual* 2013. Ed. G. Scharnhorst. Durham: Duke Univ. Press, 2015; “Regionalism and U.S. Nationalism in William Faulkner’s State Department Travels.” *Creating and Consuming the U.S. South*. Ed. M. Bone, et al. Gainesville: Univ. Press of Florida, 2015. **Also:** *The Latin American Literary Boom and U.S. Nationalism during the Cold War*. Nashville: Vanderbilt Univ. Press, 2012; “The Real Life of Alejandro Mayta and Death in the Andes.” *Cambridge Companion to Mario Vargas Llosa*. Ed. J. King and E. Kristal. Cambridge: Cambridge Univ. Press, 2012.



Cook, Della Collins: Professor, Anthropology, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.A. Cornell Univ., 1969; M.A., Ph.D. Univ. of Chicago, 1971, 1976

Administrative Posts: None

Research/teaching specializations: Human osteology, paleopathology, mortuary practices

Overseas field experience: Brazil, Belize, Mexico, Portugal

Non-English language competence: French-3; Spanish-2; Portuguese-2

Area courses taught: 1 – Bioanthropology of the Aboriginal Americas

Dissertations or theses supervised since 2013: 7

Distinctions: Eve Cockburn Mentorship Award, Paleopathology Association, 2012

Recent publications: 2 – “Bioarchaeology in Oaxaca: A View from Afar.” *Journal of Archaeological Science: Reports* 13 (2017); “Isotopic Study of Geographic Origins and Diet of Enslaved Africans Buried in Two Brazilian Cemeteries.” With M. Bastos, et al. *Journal of Archaeological Science* 70 (2016); “Pretos Novos: Evidence for African Oral Hygiene Practices in Brazil, 1769–1830.” With M. Bastos, et al. *International Journal of Osteoarchaeology* 22:6 (2012); “Tocas do Gongo, São Raimundo Nonato, Piauí, Brasil: uma Bioarqueologia Retrospectiva.” With S. de Souza. *Revista de Arqueologia* 24:2 (2012); “Cemitério dos Pretos Novos: questões da escravidão revisitadas.” With S. de Souza, et al. *Ciencia Hoje* 49 (2012); “Dentes intencionalmente modificados e etnicidade em cemitérios do Brasil Colônia e Imperio.” With A. Liryo and S. de Souza; *Revista do Museu de Arqueologia e Etnologia* 21 (2011); “Da África ao Cemitério dos Pretos Novos, Rio de Janeiro: um estudo sobre as origens de escravos a partir da análise de isótopos de estrôncio no esmalte dentário.” With M. Bastos, et al. *Revista de Arqueologia* 24 (2010).

Coronel-Molina, Serafín: Associate Professor, School of Education, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. Ricardo Palma, 1980; M.A. Ohio State Univ., 1995; Ph.D. Univ. of Pennsylvania, 2007

Administrative Posts: Founder and Editor-in-Chief, *Working Papers in Literacy, Culture and Language Education* (WPLCLE), 2010-16

Research/teaching specializations: Revitalization of Indigenous languages in the Americas; policies and politics of language; language language contact phenomena, linguistic landscapes, world languages, multilingualism,

Overseas field experience: Bolivia, Colombia, Ecuador, Peru

Non-English language proficiency: Quechua-5, Spanish-5, French-3, Italian-2, Portuguese-2

Area courses taught: 6 – Pragmatics and Semiotics in Language Teaching and Learning; Research Seminar in Language Policy, Planning and Revitalization from Multiple Perspectives; Ethnographic Perspectives in Literacy, Culture, and Language Education; Seminar in Sociolinguistics and Linguistic Anthropology in Education; Mapping Culture and Identity in the Andean Social Landscape; Andean Sociolinguistics.

Dissertations or theses supervised since 2013: 14

Distinctions: Excellence in Mentoring Award, School of Education, 2016; Honorary Translator, Academia Peruana de Traducción, 2012; IU Trustees’ Teaching Award, 2012.

Recent publications: 17 – “Introduction: Politics of Language from Multiple Perspectives: Latinidad and Indigenidad.” *Chiricú Journal: Latino/a Literatures, Arts, and Cultures* 1:2 (2017); “Introduction: Ethnographies of Indigenous Language Regimes in the Americas.” *International Journal of Sociology and Language* 246 (2017); *Indigenous Language Revitalization in the Americas*. Ed. with T. McCarty. London: Routledge, 2016; “Amerindian and Translingual Literacies across Time and Space.” With P. Cowan. *Journal of Multicultural and Multilingual Development* 38:5 (2016); “Reimagining Local Languages as Cosmopolitan Languages.” *Journal of Second and Multiple Language Acquisition* 4:1 (2016); *Language Ideology, Policy, and Planning in Peru*. Clevedon, UK: Multilingual Matters, 2015; *Quechua Phrasebook and Dictionary*. 4th Ed. Victoria, Australia: Lonely Planet, 2014; “Definitions and Critical Literature Review of Language Attitude, Choice, and Shift: Samples of Language Attitude Surveys.” *Journal of Second and Multiple Language Acquisition* 2:2 (2014); “An Initial Assessment of Inga Language and Culture Revitalization in Putumayo, Colombia.” *Journal of Second and Multiple Language Acquisition*. 3:2 (2014). (Additional 8 publications since 2013.)



Cullather, Nick, Professor, History, International Studies, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 10%

Education: B.A., Indiana Univ., 1981; M.A., Ph.D., Univ. of Virginia, 1988, 1992.

Administrative posts: Executive Associate Dean, SGIS, 2015-; Editor, *Diplomatic History*, 2014-; Associate Dean for Academic Affairs, SGIS, 2014-15.

Research/teaching specializations: Nation building, intelligence, and diplomacy in the United States, Asia, and Latin America in the twentieth century.

Overseas field experience: Philippines

Non-English language proficiency: Spanish-1, French-1

Area courses taught: 1 – Intro. to International Studies

Number of dissertations or theses supervised since 2013: 2

Distinctions: Ellis W. Hawley Book Prize, Organization of American Historians, 2011; Robert H. Ferrell Book Prize, Society for Historians of American Foreign Relations, 2011; IU Trustees Teaching Award, 2002, 2010.

Recent publications: 3 – “Development and Technopolitics.” In *Explaining the History of American Foreign Relations*. Ed. F. Costigliola and M. Hogan. New York: Cambridge Univ. Press, 2016; “Stretching the Surface of the Earth: The Foundations, Neo-Malthusianism, and the Modernizing Imagination.” *Global Society: Journal of Interdisciplinary International Relations* 28:1 (2014); “The War on the Peasant: The United States and the Third World.” In *The Cold War in the Third World*. Ed. R. McMahon. New York: Oxford Univ. Press, 2013. **Also:** “‘The Target is the People’: Representations of the Village in Modernization and National Security Doctrine.” In *The City as Target*. Ed. R. Bishop and G. Clancey. New York: Routledge, 2011; *Secret History: The CIA’s Classified Account of Its Operations in Guatemala, 1952-1954*. Stanford: Stanford Univ. Press, 2006.

Dayton, Keith: Senior Lecturer, Kelley School of Business, IUB

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A. Indiana Univ.; M.B.A. Indiana Wesleyan Univ. Ph.D. Regent Univ.

Administrative posts: Coordinator, M.S.I.S. Program, Kelley School of Business, 2017-; Coordinator, Core M.B.A. Program, Kelley School of Business, 1997-2017.

Research/teaching specializations: Short-term global business immersion, entrepreneurship, international business environments, cultural competencies for business students

Overseas field experience: Argentina, Cuba

Non-English language proficiency: Spanish-4

Area courses taught: 3 – Introduction to Leadership; Managing and Leading People in the Global Environment; Cuban Business: A New Frontier; Emerging Entrepreneurship in Cuba

Distinctions: Award for Commitment to Service to the Bloomington Latino Community, IU, 2017.



Díaz, Arlene: Associate Professor, History, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A., Univ. de Puerto Rico, 1987; M.A., Ph.D., Univ. of Minnesota, 1991, 1997.

Administrative posts: Latino Studies Program Director, 2007-10; Co-director, History Learning Project, 2004-10

Research/teaching specializations: Spanish-American War; imperialism; espionage; visual culture; gender; race; 18-19th century law in Venezuela; slavery; popular culture; Cuban history; Puerto Rican history.

Overseas field experience: Brazil, Cuba, Spain, Venezuela

Non-English language proficiency: Spanish-5, Portuguese-4, French-3

Area courses taught: 9 – Colonial Latin America; Caribbean History; Gender in Latin American History; Latin America and Latinos Beyond the Textbook; The Cuban Revolution; History of Cuba and Puerto Rico; Slavery in the Americas; Citizenship, Race and Gender in Latin America; U.S. Imperialism and the Spanish Caribbean;

Number of dissertations or theses supervised since 2013: 1

Distinctions: IU Latino Faculty and Staff Council Distinguished Group/Program Award, 2018; IU Latino Faculty and Staff, Distinguished Faculty Award, 2016; IU Trustees Teaching Award, 2013; Office of Women's Affairs, Women of Vision Award, 2010; Committee on Multicultural Understanding Faculty Member Award, 2010.

Recent publications: 1 – “Visualidad y modernidad: José Martí en la ciudad de Nueva York, 1880–87.” In *Un pueblo disperse: dimensiones sociales y culturales de la diáspora cubana*. Valencia, Editorial Aduana Vieja, 2014. **Also:** “Vicente Ochoa, Dead Many Times: Gender, Politics, and a Death Sentence in Early Republican Caracas, Venezuela.” In *Gender, Sexuality, and Power in Latin America*. Ed. K. Bliss and W. French. Lanham, Md.: Rowman and Littlefield, 2006; *Female Citizens, Patriarchs, and the Law in Caracas, Venezuela, 1786-1904*. Lincoln: Univ. of Nebraska Press, 2004; “Women, Order, and Progress in Guzmán Blanco's Venezuela, 1870-88.” In *Crime, and Punishment in Latin America: Law and Society since Colonial Times*. Ed. R. Salvatore, et al. Durham: Duke Univ. Press, 2001.

Díaz-Campos, Manuel: Professor, Spanish and Portuguese, IUB

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A., M.S., Univ. Central de Venezuela, 1991, 1997; M.A., Ph.D. Ohio State Univ., 1996, 2001.

Research/teaching specializations: Acquisition of phonological structure and sociolinguistic variables; Dialectology, Spanish pronunciation; Syntactic variation; Experimental phonetics; Second language phenology.

Overseas field experience: Venezuela

Non-English language proficiency: Spanish-5, French-3, Catalán-3

Area courses taught: 6 – Intro. to Hispanic Sociolinguistics; Applied Spanish Linguistics; Analysis of Spoken Spanish; Adv. Composition; Dialectic Perception Across the Spanish-Speaking World; Spanish Phonetics

Number of dissertations or theses supervised since 2013: 9

Distinctions: Outstanding Mentor Award, 2010; Trustees Teaching Award, 2005; Frank Grant, Department of Modern Languages, Carnegie Mellon Univ., 2001.

Recent publications: 4 – *Introducción y aplicaciones contextualizadas a la lingüística hispánica*. With K. Geeslin and L. Gurzinsky-Weiss. Malden: Wiley-Blackwell, 2017; “Conciencia y actitudes: El caso de la acusativa en el español argentino.” With Mark Hoff. *Signo y Señal* 28 (2015); *Introducción a la sociolingüística hispánica*. Malden: Wiley-Blackwell, 2014; *Quantitative Approaches to the Study of Sociolinguistic Phenomena across Spanish Varieties*. Bloomington: IULC Working Papers, 2014. **Also:** “Assessing language attitudes through a match guise experiment: The case of consonantal deletion in Venezuelan Spanish.” With J. Killam. *Hispania* 95:1 (2012); “El español en los Estados Unidos: una perspectiva general de la demografía, la historia y las características lingüísticas más relevantes.” With G. Newall. *Español Actual* 98 (2013); *The handbook of Hispanic Sociolinguistics*. Malden, MA: Wiley-Blackwell, 2011; “Copula Use in the Spanish of Venezuela: Social and Linguistic Sources of Variation.” With K. Geeslin. *Spanish in Context* 8:1 (2011).



Dirksen, Rebecca, Assistant Professor, Folklore and Ethnomusicology, IUB

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.M., Lawrence Univ. and Music Conservatory, 2003; M.A. Univ. of Roehampton; Ph.D. Univ. of California, Los Angeles, 2012

Research/teaching specializations: Haiti; cultural approaches to development, crisis, and disaster; diverse environmentalisms; applied/activist scholarship

Overseas field experience: Guatemala, Haiti, Jamaica

Non-English language proficiency: Haitian Creole-4; French-3

Area courses taught: 4 – Music, the Environment, and Spiritual Ecologies in the Caribbean; Caribbean Carnival! Musical Perspectives on Play and Power; World Music and Culture; Music and Grassroots Development in the Caribbean and Latin America

Number of dissertations or theses supervised since 2013: 15

Distinctions: Radcliffe Fellow, Radcliffe Institute for Advanced Study, Harvard Univ., 2016-17; Mellon Postdoctoral Fellow, Massachusetts Institute of Technology, 2012-14.

Recent publications: 6 – *Vagabondaj and Rezistans: Haiti's Carnival Musics and Carnavalesque Politics*. New York: Oxford Univ. Press, Forthcoming; "Haiti's Drums and Trees: Facing Loss of the Sacred." *Ethnomusicology* 63:1 (Forthcoming); "Haiti's Hidden Archives and Accidental Archivists: A View on the Private Collections and Collectors at the Heart of Safeguarding the Nation's Classical Music Heritage." *Latin American Music Review* 40:1 (Forthcoming); "Haiti, Singing for the Land, Sea, and Sky: Cultivating Ecological Metaphysics and Environmental Awareness through Music." *MUSICultures* (Forthcoming); "Mixed Modes and Performance Codes of Political Demonstrations and Carnival in Haiti." In *Ethnomusicology: A Contemporary Reader*. Vol. 2. Ed. J. Post. New York: Routledge, 2017; "Surviving Material Poverty by Employing Cultural Wealth: Putting Music in the Service of Community in Haiti." *Yearbook for Traditional Music* 45 (2013). **Also:** "Reconsidering Theory and Practice in Ethnomusicology: Applying, Advocating, and Engaging beyond Academia." *Ethnomusicology Review* 17 (2012).

Dove, Patrick, Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of Wisconsin, 1992; M.A., Ph.D. State Univ. of New York at Binghamton, 1996, 2000

Administrative posts: Associate Chair, Spanish and Portuguese, 2017-; Director of Graduate Studies, Spanish and Portuguese, 2011-17

Research/teaching specializations: Literature, Philosophy, and Political Thought; Literature and Modernity in Spanish America

Overseas field experience: Argentina

Non-English language proficiency: Spanish-4, French-2, German-1

Area courses taught: 3 – Marxism and Indigenism in Latin America; Narrative Time, Globalization and History in Spanish American Literature; Survey of 20th-century and Contemporary Spanish American Literature.

Number of dissertations or theses supervised since 2013: 10

Distinctions: "Graduate Assistance in Areas of National Need Grant," US Department of Education, 2012-17; Outstanding Faculty Member Award, Spanish and Portuguese Grad Student Advisory Committee, 2013.

Recent publications: 6 – "The Allegorical Machine: Politics, History, and Memory in Horacio Castellanos Moya's *El sueño del retorno*." *Yearbook of Comparative Literature* 61 (2017); "Two Sides of the Same Coin? Form, Matter, and Secrecy in Derrida, de Man, and Borges." In *The Marrano Specter: Derrida and Hispanism*. Ed. E. Graff-Zivin. New York: Fordham Univ. Press, 2017; *Literature and Interregnum: Globalism, War, and the Crisis of Sovereignty in Latin America*. Albany: SUNY Press, 2016; "The *desencuentros* of History: Indianismo and Marxism in Bolivia." *Culture, Theory, and Critique* 56:3 (2015); "Literature and the Secret of the World: 2666, Globalization, and the Cold War." *CR: The New Centennial Review* 14:3 (2014); "Aesthetics, Politics, and Event. Borges's 'El fin,' the Argentine Tradition, and Death." *CR: The New Centennial Review* 14:1 (2014). **Also:** "La noche de los sentidos: (Des)órdenes literarios en *Nocturno de Chile*." *Fuera de quicio: Bolaño en el tiempo de sus espectros*. Ed.R. Freire. Santiago, Chile: Ripio, 2012.



Escanciano, Juan Carlos: Professor, Economics, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 15%

Education: B.A. Univ. Complutense de Madrid, 1999; Ph.D. Univ. Carlos III de Madrid, 2004.

Administrative posts: Applied Microeconomics Recruiting Committee, 2013; SSRC Workshops in Methods Committee, 2012-Present; College Academic Fairness Committee, 2013.

Research/teaching specializations: Specification Testing, Semiparametric and Nonparametric Econometrics, Shape Restrictions, Identification, Risk Management and Empirical Asset Pricing

Overseas field experience: Spain

Non-English language proficiency: Spanish-5

Area courses taught: Economic Theory and Practice; Topics in Big Data

Distinctions: Fellow of the *Journal of Econometrics*, 2012; US Junior Oberwolfach Fellow, 2012; Multa Scripsit Award for Econometric Theory, 2010.

Recent publications: 14 – “A Simple and Robust Estimator for Linear Regression Models with Strictly Exogenous Instruments.” *Econometrics Journal* 21 (2018); “Automatic Portmanteau Tests with Applications to Market Risk Management.” With Z. Du and G. Zhu. *The Stata Journal* 17:4 (2017); “Backtesting Expected Shortfall: Accounting for Tail Risk.” With Z. Du *Management Science* 63 (2017); “Testing for Fundamental Vector Moving Average Representations.” With B. Chen and J. Choi. *Quantitative Economics* 8 (2017); “Semiparametric Estimation of Risk-Return Relationships.” With J.C. Pardo-Fernandez and I. Van Keilegom. *Journal of Business and Economic Statistics* 35 (2017); “Identification and Estimation of Semiparametric Two Step Models.” With D. Jacho-Chávez and A. Lewbel. *Quantitative Economics* 7:2 (2017). (Additional 8 publications since 2013.)

Félix-Brasdefer, J. César: Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. Autónoma de Tlaxcala, México, 1992; M.S. Georgetown Univ., 1998; M.A. Univ. of Illinois at Chicago, 1996; Ph.D. Univ. of Minnesota, 2002.

Research/teaching specializations: Hispanic linguistics, pragmatics, discourse analysis, experimental pragmatics, pragmatic development.

Overseas field experience: Costa Rica, Dominican Republic, Ecuador, Mexico, Spain

Non-English language proficiency: Spanish-5, French-3

Area courses taught: 5 – Globalization and Intercultural Competence; Spanish in the USA; Intro. to Hispanic Pragmatics; The Structure of Spanish; Spanish Sociolinguistics and Pragmatics.

Number of dissertations or theses supervised since 2013: 10

Distinctions: Provost’s Award for Undergraduate Research and Creative Activity, 2013-14.

Recent publications: 7 – *Introduction to Hispanic Pragmatics: Use, Context, and Variation*. New York: Routledge, Forthcoming; *Pragmatic Variation in Service Encounter Interactions across the Spanish-Speaking World*. Ed. with M. Placencia. New York: Routledge, Forthcoming; “Perceptions of Impolite Behavior in Study Abroad Contexts and the Teaching of Impoliteness in L2 Spanish.” With S. McKinnon. *Journal of Spanish Language Teaching* 3:2 (2017); *Pragmatics and Language Learning*, vol 14. Ed. with K. Bardovi-Harlig. Manoa, HI.: Second Language Teaching and Curriculum Center, Univ. of Hawai’i, 2016; *The Language of Service Encounters: A Pragmatic-Discursive Approach*. New York: Cambridge Univ. Press, 2015; “Complimenting in Spanish in a Short-Term Study Abroad Context.” With M. Hasler Barker. *System* 48 (2015); “Refusing in L2 Spanish: The Effects of the Context of Learning During a Short-Term Study Abroad Program.” *In Refusals in Instructional Contexts and Beyond*. Ed. O. Martí Andándiz and P. Salazar-Campillo. Amsterdam: Rodopi, 2013.



Francis, Terri: Associate Professor, Media School, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 40%

Education: B.A. Univ. of Central Florida, 1994; Ph.D., Univ. of Chicago, 2004

Administrative posts: Director, Black Film Center/Archive, 2016-

Research/teaching specializations: Between documentary and the avant-garde, Afrosurrealism, African diaspora cinema, experimental film, Josephine Baker, Black film in the Caribbean.

Overseas field experience: Jamaica

Area courses taught: 2 – Screening Race and Ethnicity; Black Women Make Movies; Seeing Whiteness.

Distinctions: Global South Fellowship, Tulane Univ., 2016;

Recent publications: 5 – *The Cinematic Josephine Baker*. Bloomington: Indiana Univ. Press, Forthcoming; “Unprettied Disruptions: Embodied Listening and Queering the Visual in Richard Fung’s Videotapes.” *Small Axe: Caribbean Queer Visualities* 1 (2017); “Cosmologies of Black Cultural Production: A Conversation with Christopher Harris.” *Film Quarterly* 69:4 (2016); “Whose Black Film Is This?” *Cinema Journal* 54:1 (2014); “Looking Sharp: Performance, Genre, and Questioning History in *Django Unchained*.” *Transition* 112 (2013).

Also: “Can’t Stay, Can’t Go: What is History to a Cinematic Imagination?” *Black Camera* 3:2 (2012); “Sounding the Nation: Martin Rennalls and the Jamaica Film Unit, 1961-61.” *Film History* 23:2 (2011).

Frazier, Lessie Jo, Associate Professor, American Studies, Gender Studies, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of Chicago, 1988; Ph.D. Univ. of Michigan, 1998.

Research/teaching specializations: Gender and sexuality, nation-state formation and empire, human rights, mental health policies, memory, activism, and feminist ethnography.

Overseas field experience: Bolivia, Chile, France, Mexico, Peru, Spain, United Kingdom, Uruguay

Non-English language proficiency: Spanish-3, Portuguese-2, French-1

Area courses taught: 5 – Gender, Culture, and Society; International Feminist Debates; Transnational Feminisms and Globalization; Gender and Sexuality in Latin America; Latin American Civilizations

Number of dissertations or theses supervised since 2013: 1

Distinctions: Lewis Hanke Prize for Best First Book Project, Conference on Latin American History, 2008; Carlisle Research Award in Women's Studies, Univ. of South Carolina, 1999

Recent publications: 3 – “Precarity and Asylum: Kinship and Gender/Sexual Non-Conformity in Central America’s Northern Triangle and Mexico.” *National Women’s Studies Association Social Justice Quarterly* 1:1 (2016); “Amnesia: Cultural Memory, Reconciliation, and Communal Accountability.” *Comparative American Studies* 13:3 (2015); “More Than Mojo: Gender, Sex, and the Racialized Erotics of Global ‘68” With Deborah Cohen. *Kalfou, A Journal of Comparative and Relational Ethnic Studies* 2:1 (2015). **Also:** “Transnational Histories and Cultures of the Americas.” With A. Masterson-Algar, et al. *Arizona Journal of Hispanic Cultural Studies* 16 (2012); “Revolutions and Heterotopias.” Ed. with M. Seigel and D. Sartorius. *Forum Journal of Transnational American Studies* 4:2 (2012); “Talking back to Mexico ‘68: Gendered Narratives, Participatory Spaces, and Political Cultures” With D. Cohen. In *Gender and Sexuality in 1968: Transformative Politics in the Cultural Imagination*. Ed. L. J. Frazier and D. Cohen. New York: Palgrave, 2009; *Salt in the Sand: Memory, Violence, and the Nation-State in Chile, 1890-Present*. Durham: Duke Univ. Press, 2007.



Froysland, Hayley, Associate Professor, History, IU South Bend

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Hope College 1993; M.A. Univ. of Florida, 1996; Ph.D. Univ. of Virginia, 2002

Administrative posts: Director, General Studies, IUSB, 2016-19; Director, Center for Advising, IUSB, 2009-11

Research/teaching specializations: Latin American history; race, health, and the nation; Latin American elite discourses about poverty; the Catholic Church, morality, and poverty.

Overseas field experience: Colombia

Non-English language proficiency: Spanish-4

Area courses taught: 8 – Colonial Latin American History; Modern Latin American History; History of Latinos in the United States; The World in the Twentieth Century; The Health of Nations: Disease, the Body, and the Body Politic in Modern Latin American History; Race, Class, and Nation in Modern Latin America; Revolutions in Latin America; U.S.-Latin American Relations.

Distinctions: IU Trustees Teaching Award, 2010; College of Liberal Arts and Sciences Outstanding Faculty Advisor Award, 2008; Albert J. Beveridge Grant, American Historical Association, 1999.

Recent publications: None. **Also:** *Regenerating Race and Nation: Charity, Health, and Moral Order in Colombia, 1850-1936*. In progress. "The *regeneración de la raza*: Nation-Building and the Shaping of National Character in Colombia, 1884-1930." In *Nationalism in the New World*. Ed. D. Doyle and M. A. Pamplona. Athens: Univ. of Georgia Press, 2006; "Trabajo, Ahorro, Familia, y Caridad: Poverty and the Catholic Moral Imperative in the Era of Order and Progress in Regeneration Colombia, 1878-1900. *The Latin Americanist* 53:1 (2009).

Galuska, John, Adjunct Faculty, School of Public and Environmental Affairs, IUB

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.A. Beloit College, 1993; M.A., Ph.D. Indiana Univ., 2000, 2007

Administrative posts: Director, IU Foster International Living-Learning Center, 2004-17; Program Director, IU Jamaica Overseas Study Program, 2005-

Research/teaching specializations: Sustainable food systems; urban agriculture; food security, policy, and sovereignty; agro-ecology; cultural resiliency; ecotourism; performance Studies; Caribbean expressive culture

Overseas field experience: Jamaica

Non-English language proficiency: Jamaican Creole-3, Spanish-3

Area courses taught: 2 – Roots, Fruits, and Resiliency: Cultural Ecology, Sustainable Agriculture, and Eco-Heritage Tourism in Jamaica; Farming the City: Global Perspectives on Urban Agriculture and Food Security.

Distinctions: IU Bloomington Professional Council Award, 2013; IU Office of Service-Learning Faculty Fellow, 2009-10; IU Sustainability and Environmental Literacy Leadership Award, 2009-10.

Recent publications: 2 – "A Story of Resistance and Big Bean Reliance in the Rio Grande Valley." *Seed Broadcast: Agri-Culture Journal* 8 (2017); "Sustainability and Service-Learning in Jamaica's Rio Grande Valley." In *The Course Reflection Project: Reflections on Teaching and Service-Learning*. Charlotte: Information Age Publishing, 2014



Garcia, P. Roberto, Clinical Professor of International Business, Kelley School of Business, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A. Univ. of Missouri, 1983; M.B.A. Univ. of Toledo, 1988; Ph.D. Univ. of Michigan, 1996.

Administrative posts: Director, Center for International Business Education and Research, 2014-; Co-Director, Supply Chain Global Management Academy, 2005-12; Co-Director, Center for International Business Education and Research (CIBER), 2002-03; Director, Global Experience Academy, 2001-04.

Research/teaching specializations: Environments of international business, management of multinational firms, global leadership, international competitive strategies, cross-cultural management, global auto industry, managing in emerging economies

Overseas field experience: Brazil, Mexico, Peru

Non-English language proficiency: Spanish-5

Area courses taught: 7 – Global Business Environments; Global Business Analysis; Environments of International Business; Operations of International Business; Management of Multinationals; Building Managerial Cross-Cultural Competencies; Global Leadership.

Distinctions: Kelley Direct Teaching Excellence Award, 2010; Kelley Service Award, 2010; Innovative Teaching Award, 2008.

Recent publications: None. **Also.** “Ford Mexico: Bridging the Learning Divide.” With M. Maguire Lewis and R. J. Bradberry. *CIBER Case Collection at European Case Clearing House*, 2006; “Meeting 'Lean' Competitors: Ford de Mexico's Industrial Relations Strategy” With S. Hills. In *Confronting Change: Auto Labor and Lean Production in North America*. Eds. S. Babson and H. Juárez Núñez. Detroit: Wayne State Univ. Press, 1998.

Geeslin, Kimberly: Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of New Hampshire, 1993; M.A., Ph.D. Univ. of Arizona, 1995, 1999

Administrative posts: Associate Vice Provost for Faculty and Academic Affairs

Research/teaching specializations: Second language acquisition (methods and theory); linguistics (Spanish and general linguistics); sociolinguistics (language variation, language change, code-switching); second language instruction (classroom methods, instruction of heritage speakers)

Overseas field experience: Spain

Non-English language proficiency: Spanish-4

Area courses taught: 3 – Seminar in the Acquisition of Spanish; Variation in Second Language Spanish; Approaches to Social Factors in Second Language Acquisition;

Number of dissertations or theses supervised since 2013: 6

Distinctions: IU Trustees Teaching Award, 2002, 2008, 2012; Dept. of Spanish and Portuguese Graduate Student Association Outstanding Mentor Award, 2006, 2012; British Academy Project Development Grant, 2006.

Recent publications: 16 – “Spanish Second Language Acquisition across the Globe: What Future Research on Non-English Speaking Learners Will Tell Us.” With A. Long. *Hispania* 100:5 (2018); “Measuring Lexical Frequency: Comparison Groups and Subject Expression in L2 Spanish.” With B. Linford, et al. In *Usage-Based Approaches to Language Learning and Multilingualism*. Ed. L. Ortega, et al. Washington: Georgetown Univ. Press, 2016; “Native and Non-Native Subject Form Expression in Spanish: A Look at the First and Second Person.” With A. Gudmestad. *Spanish in Context* 13:1 (2016); “The role of geography in the SLA of variable structures: A look at the present perfect, the copula contrast, and the present progressive in Mexico and Spain.” With M. Kanwit and S. Fafulas. *Probus* 27:2 (2015); “Variable subject expression in second language Spanish? Uncovering the developmental sequence and predictive linguistic factors.” With B. Linford and S. Fafulas. In *Subject Pronoun Expression in Spanish: A Cross-Dialectal Perspective*. Ed. A. Carvalho, et al. Washington: Georgetown University Press., 2015; “The development and use of the Spanish copula with adjectives by Korean-speaking learners.” *New Perspectives on the Study of Ser and Estar*. Ed. I. Pérez-Jiménez, et al. Amsterdam: John Benjamins, 2015; “The interpretation of the Spanish subjunctive in adverbial clauses: A cross-sectional study.” With M. Kanwit. *Studies in Second Language Acquisition* 36:3 (2014). (Additional 9 publications since 2013.)



Gonzalez, Gerardo: Professor, School of Education, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A., Ph.D. Univ. of Florida, 1973, 1978

Administrative posts: Dean, School of Education, 2000-15

Research/teaching specializations: Higher education finance, multi-cultural counseling, substance abuse counseling, educational administration, short-term study abroad programs.

Overseas field experience: Cuba

Non-English language proficiency: Spanish-5

Distinctions: Univ. of Florida Distinguished Alumnus Award, 2018; Indiana Univ. President's Medal for Academic Excellence, 2015; Outstanding Achievement Award, IU Latino Faculty and Staff Council, 2015; Thirty Most Influential Deans of Education, Memorex, 2015; Top 50 Hispanic Influential List, *Hispanic Business Magazine*, 2012; Honorary Degree, Ivy Tech Community College of Indiana, 2012.

Recent publications: 3 – *A Cuban Refugee's Journey to the American Dream: The Power of Education*. Bloomington: Indiana Univ. Press, 2018; "Challenging the Spectacle: A Case Study on Education Policy Advocacy." With C. Carney. *International Journal of Leadership and Change* 2:1 (2014); "The role of supportive leaders at top performing universities: Best practice lessons from American institutions for Indonesian higher education." W. M. Sutton. *International Journal of Leadership and Change* 1:1 (2013). **Also:** "Challenges to Teacher Education in a Global Society." *Teacher Education and Practice* 21:4 (2008); "Influences of NCLB on K-12 Systemic Education Reform." *Tech Trends* 50 (2006).

González, Luis A.: Librarian for Latin American Studies, H.B. Wells Library, IUB

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. de Puerto Rico, 1986; Ph.D. Univ. of Minnesota, 1998

Research/teaching specializations: Brazil, Hispanic Caribbean, Latin American Studies librarianship

Overseas field experience: Brazil, Nicaragua, Venezuela

Non-English language proficiency: Spanish-5, Portuguese-4, French-1

Area courses taught: 1 – Area and International Studies Librarianship

Distinctions: President, Seminar on the Acquisition of Latin American Library Materials, 2014-15; Chair, Latin American Materials Project, 2010-11.

Recent publications: 2 – *Brazil in the World, the World in Brazil: Research Trends and Library Resources. Papers of the Sixtieth Annual Meeting of the Seminar on the Acquisition of Latin American Library Materials* (Ed.) New Orleans: SALAM, 2018; "Latin American and Caribbean Documentary Memory in the Digital Age." With F. Acosta-Rodríguez. In *Collecting Latin America Beyond the 21st Century*. Ed. G. Williams and J. Krentz. Jefferson, NC: McFarland & Company, 2018; **Also:** Contributed 12 signed articles with A. Díaz to the *Encyclopedia of U.S.-Latin American Relations*. Ed. T. Leonard. Thousand Oaks, CA.: SAGE/CQ Press, 2012.



Gould, Jeffrey: James H. Rudy Professor of History, History, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A., M.A., Ph.D. Yale Univ. 1976, 1984, 1988

Administrative posts: Associate Co-Director, Center for Documentary Research and Practice, 2015-; Project Director, Cultural and Linguistic Archive of Mesoamerica, 2009-12; Project Director, Central American/Mexican Video Archive Project, 2005-10; Director, Center for Latin American and Caribbean Studies, 1995-2008.

Research/teaching specializations: Subaltern social movements in Central America; ethnic relations; U.S. intervention in Latin America; documentary film and historical production.

Overseas field experience: Costa Rica, El Salvador, Honduras, Nicaragua

Non-English language proficiency: Spanish-5, French-3, Italian-2, Portuguese-1

Area courses taught: 7 – Central American History; United States Interventions in the Caribbean Basin; Race and Racism in Latin America; Comparative Social Movements; Intro. to Neoliberalism in Latin America and Beyond; Utopias and Dystopias in Latin America; Revolution and Counter-Revolution in Latin America.

Number of dissertations or theses supervised since 2013: 6

Distinctions: Founding Fellow, Center for Advanced Latin American Studies, Univ. de Guadalajara, 2018; Fellow at the Charles Warren Center, Harvard Univ., 2016-17; Fellow at the Institute for Advanced Studies, Princeton Univ., 2012-13; Award of Merit for *Scars of Memory*, Latin American Studies Association, 2003; John Simon Guggenheim Fellowship, 2002; Fulbright-Hays Research Fellowship, 2001; James Robertson Prize, 1994; Rockefeller Fellowship in Humanities, 1991; SSRC Fellowship, 1990

Recent publications: 4 – *Port Triumph*. Documentary Film. 60 min. (2018); “Between the Forest and the Trees: Subaltern Ambivalence, Revolutionary Misunderstanding and the Struggle for Social Justice in 20th century Central America (Memoirs of a Researcher).” In *Historia de las desigualdades sociales en América Central. Una visión interdisciplinaria. Siglos XVIII-XXI*. Eds. R. Viales and D. Diaz. San José: Editorial UCR, 2016; “Ignacio Ellacuría and the Salvadoran Revolution.” *Journal of Latin American Studies* 47:2 (2015); “Indigenista Dictators and the Problematic Origins of Democracy in Central America,” in *The Great Depression in Latin America*, eds Paulo Drinot and Alan Knight. Durham: Duke Univ. Press, 2014. **Also:** “*Utopías Menores en América Central*.” With C. Hale, *Boletín para el Fomento de Historia Centroamericano* 53 (2012); *La Palabra en el Bosque*. Documentary Film. Co-director. 56-minutes (2012).

Greene, Shane: Professor, Anthropology, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A., Univ. of North Carolina-Chapel Hill, 1993; M.A., Ph.D. Univ. of Chicago, 1995, 2004.

Administrative posts: Director, Center for Latin American and Caribbean Studies 2011-15

Research/teaching specializations: Social movements, critical race theory, urban subcultures, race and cultural politics, indigenous and Afro-descendant rights, political ecology, gender and sexuality, art, music, media

Overseas field experience: Peru

Non-English language proficiency: Spanish-5, Portuguese-2.

Area courses taught: 2 – Latin American Social Movements; Modernities

Number of dissertations or theses supervised since 2013: 10

Distinctions: IU Trustees Teaching Award, 2017; Residential Fellow, Newhouse Humanities Center, Wellesley College, 2010; William S. Vaughn Visiting Fellowship, Warren Center for the Humanities, Vanderbilt Univ. (declined); Fulbright Traditional Scholars Award, “Investigating Afro-Indigenous Multiculturalism in Peru,” 2008

Recent publications: 4 – “On Misanthropology (Art, Punk, Species-Hate).” In *Between Matter and Method: Encounters in Anthropology and the Arts*. Ed. G. Bakke and M. Peterson. New York: Bloomsbury, 2017; “On Punk and Repulsion, a Misfit Theory of Society.” In *Anthropology of the Arts: A Reader*. Ed. G. Bakke and M. Peterson. New York: Bloomsbury, 2017; *Punk and Revolution. 7 More Interpretations of Peruvian Reality*. Durham: Duke Univ. Press, 2016; “Peruvian Punk as a Global Means of Underground Production.” *Popular Music and Society* 39:3 (2016); **Also:** “Does still relatively invisible mean less likely to be co-opted? Reflections on the Afro-Peruvian Case.” In *Black Social Movements in Latin America: From Monocultural Mestizaje to Multiculturalism*. Ed. J. Rahier. New York: Palgrave 2012.



Guardino, Peter: Professor, History, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A., M.A., Ph.D. Univ. of Chicago, 1985, 1986, 1992

Administrative posts: Chair, Department of History, 2010-14

Research/teaching specializations: Popular politics and the formation of national states in nineteenth-century Latin America, focusing on Mexico.

Overseas field experience: Mexico

Non-English language proficiency: Spanish-5

Area courses taught: Modern Mexico; Latin America's Long 19th Century; Modern Latin America; Mexican Revolution; Social Movements in Latin America; Colonial Latin America; Ethnicity, Race, and Identity in Latin America; The U.S. and Mexico; Resistance and Rebellion in Latin America; Nations and Nationalism in Latin America; Identity and Nationalism; War in the Americas; Nations and Nationalism.

Number of dissertations or theses supervised since 2013: 4

Distinctions: Cátedra Primo Feliciano Velázquez, Colegio de San Luis, 2009; Fulbright-Hays Faculty Research Abroad Fellowship, 2008; IU Dept. of History Meritorious Service Award, 2007; National Endowment for the Humanities Fellowship for University Teachers, 1999; SSRC Fellowship, 1988.

Recent publications: 4 – “Connected Communities: Villagers and Wider Social Systems in the Late Colonial and Early National Periods.” In *Beyond Alterity: Destabilizing the Indigenous Other in Mexico*. Ed. P. López Caballero and A. Acevedo Rodrigo. Tempe: Univ. of Arizona Press, 2018; *The Dead March: A History of the Mexican-American War*. Cambridge: Harvard Univ. Press, 2017; “In the Name of Civilization and with a Bible in their Hands: Religion and the 1846-48 Mexican American War.” *Mexican Studies/Estudios Mexicanos* 30:2 (2014); “Gender, Soldiering, and Citizenship in the Mexican-American War of 1846-1848.” *American Historical Review* 119:1 (2014).

Guerra-Reyes, Lucia: Assistant Professor, School of Public Health, IUB

Tenure status: Tenured-Track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Pontificia Univ. Católica del Perú, 1997; M.A. Univ. Peruana Cayetano Heredia, 2005; Ph.D. Univ. of Pittsburgh, 2013.

Research/teaching specializations: Culture and health, health equity, sexual and reproductive health, reproductive health policy, Latin America.

Overseas field experience: Peru

Non-English language proficiency: Spanish-5, French-3, Quechua-2;

Area courses taught: 5 – Public Health in Diverse Communities; Introduction to Latin American and the Caribbean; Peoples of the Andes; Health and Gender in Latin America; Health Disparities in Communities

Number of dissertations or theses supervised since 2013: 13

Distinctions: “Exploring Reproductive Decisions under Threat of Zika in Piura, Peru,” Tropical Disease Research Program, Pan-American Health Organization, 2016

Recent publications: 12 – *Changing Birth in the Andes: Culture, Politics, and Safe Motherhood in Peru*. Nashville: Vanderbilt Univ. Press, In progress; “Sexual Behaviors, Experiences of Sexual Violence, and Substance Use among Female Intravenous Drug Users Accessing Health and Prevention Services in Puerto Rico.” With E. Collazo, et al. *Puerto Rico Health Sciences Journal* (Forthcoming); “Sexual Health and Language Dominance among Hispanic/Latino Women and Men: Analysis of a Nationally Representative Sample.” With B. Rush, et al. *Journal of Immigrant Minority Health* 19:5 (2017); “Mind the Gap: Assessing the Disconnect Between Postpartum Health Information Desired and Health Information Received.” With V. Christie, et al; *Women's Health Issues* 27:2 (2017). (Additional 9 publications since 2013.)



Gurzynski-Weiss, Laura: Associate Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A. Marquette Univ. 2005; M.S., Ph.D. Georgetown Univ. 2007, 2010

Research/teaching specializations: Interaction and task-based classroom research and curricular design; instructor characteristics and learner individual differences; feedback use and perception, instructed second language acquisition; teacher cognition; emerging bilingualism in elementary-aged children.

Non-English language proficiency: Spanish-5

Area courses taught: 4 – Foreign Language Teaching Methodology, Acquisition of Spanish as a Second Language, Talk-Based Language Teaching Learning, Intro. to Hispanic Linguistics.

Distinctions: Scholarship of Teaching and Learning Research Grant from the Office of the Vice Provost for Undergraduate Education, 2011.

Recent publications: 25 – “L2 Classrooms as Multifaceted Sources of Input: The Synergy of Variationist and Usage-Based Approaches.” With K. Geeslin, et al. In *Usage-Inspired L2 Instruction: Researched Pedagogy*. Ed. A. Tyler, et. al. Amsterdam: John Benjamins, 2018; *Expanding Individual Difference Research in the Interaction Approach: Investigating Learners, Instructors, and other Interlocutors*. (Ed.) Amsterdam: John Benjamins, 2017; *Introducción y aplicaciones contextualizadas a la lingüística hispánica*. Ed. with M. Díaz-Campos and K. Geeslin. Mahwah, N.J.: Wiley-Blackwell, 2017; “Examining timing and type of learner-modified output in relation to perception in face-to-face and synchronous computer-mediated chat task-based interaction.” With C. Henderson and D. Jung. In *Multiple Perspectives on Task-Based Language Teaching and Learning*. Ed. M. Ahmadian and P. García Mayo. Berlin: de Gruyter, 2017; “L2 instructor individual characteristics.” In *The Routledge Handbook of Instructed Second Sanguage Acquisition*. Ed. S. Loewen and M. Sato. New York: Routledge, 2017; “Task complexity, language-related episodes, and production of L2 Spanish vowels.” With M. Solon and A. Y. Long. *Studies in Second Language Acquisition*, 39:2 (2017); “Teachers’ perspectives on second language task difficulty: Insights from think-alouds and eye-tracking.” With A. Révész. *Annual Review of Applied Linguistics* 36 (2016); “Spanish instructors’ operationalization and interpretation of task complexity and sequencing in non-experimental foreign language lessons.” *The Language Learning Journal* 44:4 (2016). (Additional 17 publications since 2013.)

Guzmán, R. Andrés: Assistant Professor, Spanish and Portuguese, IUB

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.A., Appalachian State Univ., 2004; M.A., Ph.D. Univ. of Arizona, 2007, 2013.

Research/teaching specializations: Latina/o and Latin American literary and cultural Studies; border studies; film; urban theory; immigration; psychoanalysis; political theory.

Overseas field experience: Argentina, Mexico

Non-English language proficiency: Spanish-5, Portuguese-3

Area courses taught: 4 – Intro. to Hispanic Literature; Intro. to Hispanic Cultures; Literatura Chicana y Puertorriqueña; Neoliberalism, Immigration, and Criminalization

Distinctions: Antipode Foundation, International Workshop Award, “Comparative Subalternities: Socio-spatial Marginalization in the Global South,” 2015.

Number of dissertations or theses supervised since 2013: 1

Recent publications: 4 – “A World out of Whack: Criminal (In)justice and Financial Capitalism in Sergio de la Pava’s *A Naked Singularity*.” In *Dialectical Imaginaries: Materialist Approaches to U.S. Latino/a Literature in the Age of Neoliberalism*. Eds. M. González and C. Gallego. Ann Arbor: Univ. of Michigan Press, 2018; “Natalia Almada’s *El Velador* and the Violence of Narco-Capitalism.” *Journal of Latin American Cultural Studies* 26:1 (2017); “Oscar ‘Zeta’ Acosta and Generic Politics: At the Margins of Identity and Law.” *New Centennial Review* 16:3 (2016); “Criminalization at the Edge of the Evental Site: Undocumented Immigration, Mass Incarceration, and Universal Citizenship.” *Theory & Event* 19:2 (2016); **Also:** “From Highways to High-Rises: Urbanization of Capital, Consciousness, and Labor Struggle.” *Arizona Journal of Hispanic Cultural Studies* 16 (2012).



Halloran, Vivian: Professor, American Studies and English, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.A., Univ. of Colorado at Boulder, 1994; M.A., Ph.D. UCLA, 1996, 2002

Administrative posts: Chair, College of Arts and Sciences Policy Committee, 2017-18; Director of Graduate Studies, American Studies, 2012-15, 2016-17; Interim Director, Center for Latin American and Caribbean Studies, 2016; Director, Asian-American Studies, 2010-14; Associate Director, Americans Studies, 2009-10; Director of Undergraduate Studies, Comparative Literature, 2003-07.

Research/teaching specializations: Caribbean literature and theory, postmodernism, slavery, food studies, Popular Culture

Non-English language proficiency: Spanish-5, French-3, Portuguese-3

Area courses taught: 3 – Caribbean Literature; Canadian-Caribbean Literature; Diasporic Literatures

Number of dissertations or theses supervised since 2013: 18

Distinctions: Promotion Cohort Fellow, Institute for Advanced Study, 2016-17; New Frontiers Exploratory Travel Fellowship, 2016.

Recent publications: 6 – *The Immigrant Kitchen: Food, Ethnicity and Diaspora*. Columbus: Ohio State Univ. Press, 2016; “Weight-Loss Regimes as Improvisation in Louis Armstrong’s and Duke Ellington’s Life Writing.” In *Gastro-Modernism*. Ed. D. Gladwin. Clemson, SC: Clemson Univ. Press, 2018; “Sinister Pastry: British ‘Meat’ Pies in Titus and Sweeney Todd.” In *What’s Eating You?: Food and Horror on Screen*. Eds. C. Miller and A. B. Van Riper. New York: Bloomsbury, 2017; “The ‘Black Enough’ Visual Aesthetic in Cotton Comes to Harlem.” In *Beyond Blaxploitation*. Ed. N. Lawrence and G. Butters Jr. Detroit: Wayne State Univ. Press, 2016; “Mothers as Trickster Figures Hiding Vegetables in Kids’ Food.” In *Mothers and Food: Negotiating Foodways from Maternal Perspectives*. Ed. F. Pasche Guignard and T. Cassidy. Toronto: Demeter Press, 2016; “After 40 Acres: Food Security, Urban Agriculture, and Black Food Citizenship.” In *Dethroning the Deceitful Pork Chop: Rethinking African American Foodways from Slavery to Obama*. Ed. J. Fayetteville, AR: University of Arkansas Press, 2015; “Anglophone Caribbean Literature in Context: A Comparative Approach.” **Also:** In *Teaching Anglophone Caribbean Literature*. Ed. S. Nair. New York: Modern Language Association, 2012; “Travel and Family in Julia Alvarez’s Canon.” In *Hispanic Caribbean Literature of Migration: Narratives of Displacement*. Ed. V. Perez. New York: Palgrave Macmillan, 2010.

Hatchondo, Juan Carlos: Associate Professor, Economics, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 75%

Education: Licen. Univ. de la República (Montevideo); M.A., Ph.D. Univ. of Rochester, 2001, 2005

Research/teaching specializations: International economics; sovereign debt; default risk; foreign investment

Overseas field experience: Argentina, Uruguay

Non-English language proficiency: Spanish-5; Portuguese-3

Area courses taught: 1 – International Monetary Economics; Open Economy Macro

Distinctions: Visiting Assistant Professor, Univ. of Wisconsin Madison, 2017-18; Economist, Federal Reserve Bank of Richmond, 2005-14; Visiting Consultant, International Monetary Fund, 2008-09.

Recent publications: 5 – “Non-defaultable debt and sovereign risk.” With L. Martinez and Y. Kursat Onder. *Journal of International Economics* 105 (2017); “Debt Dilution and Sovereign Default Risk.” With L. Martinez and C. Sosa-Padilla. *Journal of Political Economy* 124:5 (2016); “Mortgage Defaults and Prudential Regulations in a Standard Incomplete Markets Model.” With L. Martinez and J. Sánchez. *Journal of Monetary Economics* 76 (2015); “Voluntary Sovereign Debt Exchanges.” With L. Martinez and C. Sosa-Padilla. *Journal of Monetary Economics* 61 (2014); “Sudden Stops, Time Inconsistency, and the Duration of Sovereign Debt.” With L. Martinez. *International Economic Journal* 27:2 (2013). **Also:** “Legal protection to foreign investors.” With L. Martinez. *Economic Quarterly, Federal Reserve Bank of Richmond* 97:2 (2011); “Quantitative properties of sovereign default models.” With L. Martinez and H. Sapriz. *Review of Economic Dynamics* 13:4 (2010).



Hayes, Kelly E.: Associate Professor, Religious Studies, IUPUI

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of Wisconsin, Madison, 1991; M.A., Ph.D. Univ. of Chicago, 1996. 2004.

Research/teaching specializations: Brazilian religions, new religious movements, Afro-Brazilian religions, women and religion, religion and material culture, religion and healing, religion and popular culture.

Overseas field experience: Brazil

Non-English language proficiency: Portuguese-4, French-1, Spanish-1

Area courses taught: 2 – Religions of the African Diaspora; Religion and Healing

Distinctions: Thomas Robbins Award for Excellence in the Study of New Religions, 2013; Fulbright U.S. Scholar Grant, 2012; Fulbright-Hays Group Project Abroad, 2009.

Recent publications: 4 – "I am a Psychic Antenna: The Art of Joaquim Vilela," *Black Mirror* 2 (2018); "Spirits of Shadows and Light." *Abraxas: International Journal of Esoteric Studies* 6 (2014); "Intergalactic Space-Time Travelers: Envisioning Globalization in Brazil's Valley of the Dawn." *Nova Religio* 16:4 (2013); "Transformative Action in the Classroom: Tips and Techniques for Using Multimedia Resources to Teach Africana Religions." *Journal of Africana Religions* 1:2 (2013). **Also:** "Feiticeiras and Donas-de-Casa: The Afro-Brazilian Spirit Entity Pomba Gira and the Cultural Construction of Femininity in Brazil." *Sexualidad, Salud y Sociedad* 2 (2009); "Escrava Anastácia: The Iconographic History of a Brazilian Popular Saint." *African Diaspora, Journal of Transnational Africa in a Global World* 2 (2009).

Herrera-Cárdenas, Israel: Senior Lecturer, Spanish and Portuguese, IUB

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A., M.A. Univ. Industrial de Santander, 1998, 2002; M.A. Univ. of Iowa, 2006; M.A. Indiana Univ. 2008

Administrative posts: Advisor, Teatro VIDA, 2006-; Outreach Coordinator, Spanish and Portuguese, 2017-

Research/teaching specializations: Spanish grammar and conversation; service learning

Overseas field experience: Colombia

Non-English language proficiency: Spanish-5

Area courses taught: First Year Spanish, Intermediate Spanish, Chicano-Riqueño Studies, Spanish Grammar in Context, Composition and Conversation Spanish Grammar in Context, Conversation and Diction.

Distinctions: Chair, Bloomington Commission on Hispanic and Latino Affairs, 2014-17; IU President's Award for Distinguished Teacher, 2017; James P. Holland Award for Exemplary Teaching and Service, 2017; IU Trustees Teaching Award, 2011, 2016; IU COMU Award for Outstanding Faculty, 2015; Indiana Latino Educator of the Year, 2014.



James, Daniel: Bernardo Mendel Professor of Latin American History and Culture, History, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Oxford Univ., 1969; M.A., Ph.D. Univ. of London, 1971, 1979

Administrative posts: Co-Director, Center for the Study of History of Memory, 2000-14

Research/teaching specializations: Latin American labor history, modern Latin American social history, memory and oral history, Argentina and Southern Cone

Overseas field experience: Argentina, Brazil

Non-English language proficiency: Spanish-5, Portuguese-4

Area courses taught: 3 – Contemporary Latin American Reality; Colloquium on Latin American History; Modern Argentina.

Number of dissertations or theses supervised since 2013: 7

Distinctions: Guggenheim Fellowship, 2007-08; National Humanities Center Fellow, 1997-98; National Endowment for the Humanities, Collaborative Research Project Division, 1996-99.

Recent publications: 1 – “Los orígenes del peronismo y la tarea del historiador.” *Archivos de historia del movimiento obrero y de la izquierda* 3 (2013). **Also:** “Fotos y cuentos, Pensando la relación entre historia y memoria en el mundo contemporáneo.” *Políticas de la Memoria*, 8-9 (2008); “Polemics and an 'Army of One': Responding to John Womack Jr.” *Labor: Studies in Working Class History of the Americas* 5:2 (2008); “The Travails of Doing Labor History: The Restless Wanderings of John Womack Jr.” *Labor: Studies in Working Class History of the Americas* 4:2 (2007); “Family Photos, Oral Narratives, and Identity Formation: the Ukrainians of Berisso,” With M. Lobato. *Hispanic American Historical Review* 84:1 (2004); *Violencia, Proscripción y Autoritarismo, 1955- 1976. Nueva Historia*, vol. 9. Buenos Aires: Editorial Sudamericana, 2003; *Doña María's Story: Life History, Memory and Political Identity*. Durham: Duke Univ. Press, 2001.

Johnson, Claudia: Professor, Earth and Atmospheric Sciences, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.A., M.A., Ph.D. Univ. of Colorado, 1981, 1984, 1993

Administrative posts: Curator and Collections Co-Manager, Paleontology Collection, 2010-; Director of Graduate Studies, Earth and Atmospheric Sciences, 2007-11.

Research/teaching specializations: Caribbean geology, evolutionary processes in the paleotropics; tropical environmental processes; reef ecosystems; science education

Overseas field experience: Barbados, Dominican Republic

Non-English language proficiency: Spanish-3

Area courses taught: 4 – Natural History of Coral Reefs; Beauty: Evolution of Science; Coral Climate Informatics; Oligocene Reefs.

Number of dissertations or theses supervised since 2013: 5

Distinctions: Institute of Museum and Library Services Grant, 2016-18; IU Trustees Teaching Award, 2014; National Science Foundation Award, “Infrastructure upgrade, curation, and data basing of Indiana University collections,” 2009-13; USAID, “The Living Museums of the Sea: A Network of Marine Protected Areas in Southeast Dominican Republic,” 2008-11; National Geographic Grant, “Shipwreck! Captain Kid,” 2008.

Recent publications: 4 – “Employing Software Engineering Principles to Enhance Analysis of Coral Reef Databases.” With M. Jenne, et al. *Proceedings of the 13th International Coral Reef Symposium* (2016); “Employing software engineering principles to enhance management of climatological datasets for coral reef analysis.” With M. Jenne, et al. *Proceedings of the 6th International Workshop on Climate Informatics* (2016); “Geological time, biological events and the learning transfer problem.” With J. Middendorf, et al. *Journal of the Scholarship of Teaching and Learning* 14:4 (2014); “Preliminary analysis of 16th-century wrought iron: Caballo Blanco, Dominican Republic.” With M. Maus, et al. *ACUA Underwater Archaeology Proceedings* (2014). **Also:** “Looking Back to Move Ahead: How Students Learn Deep Geological Time by Predicting Future Environmental Impacts.” With C. G. Zhu, et al. *Journal of College Science Teaching* 41:3 (2012); “Preliminary notes on a newly discovered skull of the extinct monkey *Antillothrix* from Hispaniola and the origin of the Greater Antillean monkeys.” With R. F. Kay, et al. *Journal of Human Evolution* 60:1 (2011).



Julien, Eileen: Professor, Comparative Literature, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 15%

Education: B.A. Xavier Univ. of Louisiana 1969; M.A., Ph.D., Univ. of Wisconsin, 1970, 1978

Administrative posts: Director, IU Institute for Advanced Study, 2013-; Chair, Comparative Literature, 2007-10; Co-Founder and Co-President, New Orléans Afrikan Film and Arts Festival Project, 2007-11.

Research/teaching specializations: Local and transnational literature, film, culture, and modernity in Africa, the Americas and Europe

Overseas field experience: France, Senegal

Non-English language proficiency: French-5, Spanish-3

Area courses taught: 3 – French Language Literatures of Africa and the Americas; Postcolonial Novel and Theory; Peripheral(?) Modernities; Black Palace.

Number of dissertations or theses supervised since 2013: 7

Distinctions: National Endowment for the Humanities, “Arts of Survival in African Cities,” 2016; Andy Warhol Foundation for the Visual Arts, “New Orléans Afrikan Film Festival,” 2010-12; Guggenheim Fellowship, 1998.

Recent publications: 4 – “On Duality: Celebrating Biodun Jeyifo's Seventy Years.” *Journal of the African Literature Association* (2018); “DuBellay and Ngugi wa Thiong'o.” With E. MacPhail. In *Entre-Textes. Dialogues littéraires et culturels*. Ed. O. Panaïté and V. Klekovkina. New York: Routledge, 2017; “Towards New Readings of Neo-Traditional Tales: Birago Diop Through the Prism of the Local.” *The Locations and Dislocations of African Literature: A Dialogue Between Humanities and Social Science Scholars*. Ed. E. Julien and B. Jeyifo. Trenton, N.J.: Africa World Press, 2016; “How We Read *Things Fall Apart* Then.” *PMLA* 129:2 (2014).

Kahn, Hilary: Assistant Dean for International Education and Global Initiatives, SGIS, IUB

Tenure status: Non-tenure-track

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A., Indiana Univ., 1990; M.A., Ph.D. Univ. of Buffalo, 1993, 2002

Administrative posts: Assistant Dean for International Education and Global Initiatives, SGIS; President, Association of International Education Administrators; Director, Center for the Study of Global Change; Director, Ph.D. Minor in Global Studies and Human Rights, IUB; Co-Director, Framing the Global; Co-Director, Global Learning Across Indiana; Director, Voices and Visions: Islam and Muslims from a Global Perspective.

Research/teaching specializations: International Education, Global Studies and Research; Visual, Anthropological, and Social Theory; Ethnographic Methods; Human Rights; Global Learning

Overseas field experience: Belize, Guatemala, Honduras, Jamaica, Mexico

Non-English language proficiency: Spanish-3, Jamaican Patois-2, Q'eqchi'-1

Area courses taught: 5 – Human Rights and the Arts; Peoples and Cultures of Mexico and Central America; Ethnographic Filmmaking; Global Dialogues; Issues and Approaches to Global Studies

Number of dissertations or theses supervised since 2013: 12

Distinctions: Paul Simon Award, Central States Conference on the Teaching of Foreign Languages, 2014; Excellence in Teaching Award, IU International Studies Program, 2010; City of Bloomington Human Rights Program Award (awarded to Voice and Visions), 2009.

Recent publications: 3 – *On Islam: Muslims and the Media*. Ed. with R. Pennington. Bloomington: Indiana Univ. Press, 2018; “Global Learning through Difference: Considerations for Teaching, Learning, and the Internationalization of Higher Education.” With M. Agnew. *Journal of Studies in Higher Education* 21:1 (2015); *Framing the Global: Entry Points for Research* (ed.). Bloomington: Indiana Univ. Press, 2014. **Also:** *Seeing and Being Seen: The Q'eqchi' Maya of Livingston, Guatemala and Beyond*. Austin: Univ. of Texas Press; 2006



Kane, Stephanie C.: Professor, International Studies, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A. Cornell Univ., 1972; M.A., Ph.D. Univ. of Texas at Austin, 1981, 1986

Research/teaching specializations: Water, urban studies, AIDS, political ecology/cultural politics, social and environmental justice, indigenous rights

Overseas field experience: Argentina, Belize, Brazil, Chile, Mexico, Panama, Peru

Non-English language proficiency: Spanish-4, Portuguese-4

Area courses taught: 3 – Cross-Cultural Studies in Criminal Justice; Sex, Drugs, AIDS and Criminal Law; Semiotics; Global Activist Arts; Global Healing

Number of dissertations or theses supervised since 2013: 3

Distinctions: Social Science and Humanities Research Council of Canada, “*Gagieg Mama Weijan: Cross-Regional Research Alliance on the Implications of Hydro Development for Environments and Indigenous Communities in Northern Canada*,” 2016-23; International Network Grant, The Leverhulme Trust, 2015-19; Fulbright Chair in Environmental Science, Univ. of Winnipeg, 2014

Recent publications: 9 – “Enclave Ecology: Hardening the Land-Sea Edge to Provide Freshwater in Singapore’s Hydrohub.” *Human Organization* 76:1 (2017); “Reestablishing the Fundamental Bases for Environmental Health: Infrastructure and the Socio-topographies of Surviving Seismic Disaster.” In *A Companion to Environmental Health: Anthropological Perspectives*. Ed. M. Singer. Malden MA: John Wiley and Sons, 2016; “Bird Names and Folklore from the Emberá (Chocó) in Darién, Panamá.” *Ethnobiological Letters* 6:1 (2015); “Infrastructural Drift in Seismic Cities: Chile, Pacific Rim.” *Social Text* 33:1 (2015); “Armed Robbery and Ethnographic Connection in Salvador da Bahia.” In *Reflexivity in Criminological Research: Experiences with the Powerless and the Powerful*. Ed. K. Lumsden and A. Winter. New York: Palgrave Macmillan, 2014. (Additional 3 publications since 2013.)

King, Stacie Marie: Associate Professor, Anthropology, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Mount Holyoke College, 1993; M.A. Vanderbilt Univ., 1999; Ph.D., Univ. of California, Berkeley, 2003.

Administrative posts: Director of Graduate Studies, Anthropology, 2013-; Faculty Research Curator, Mathers Museum of World Cultures, 2012-15.

Research/teaching specializations: Mesoamerican archaeology; Oaxaca, Mexico; culture contact and colonialism; household social organization; multiethnic social relations; aesthetics, soundscapes and the senses; food sharing; social memory; sacred landscapes; childhood; mortuary practices; 3D modeling

Overseas field experience: Mexico, Honduras

Non-English language proficiency: Spanish-4, French-2

Area courses taught: 5 – Archaeology of Ancient Mexico; Rise and Fall of Ancient Civilizations; Food in the Ancient World, Household Archaeology; Cultural Heritage and Diversity in Oaxaca, Mexico.

Number of dissertations or theses supervised since 2013: 3

Distinctions: Spatial Archaeometry Research Collaborations Grant, 2013; National Geographic Society Grant, 2011-13; National Science Foundation (NSF), 2012-15; IU Trustees Teaching Award, 2006, 2008.

Recent publications: 6 – “New Materials – New Technologies? Postclassic and Early Colonial Technological Transitions in the Nejapa Region of Oaxaca, México.” With E. Konwset. In *Technology and Tradition in Mesoamerica after the Spanish Invasion*. Ed. R. Alexander. Albuquerque: Univ. of New Mexico Press, 2018; “Postclassic and Early Colonial mortuary practices in the Nejapa region of Oaxaca, Southern Mexico.” With R. Higelin Ponce de León. *Journal of Archaeological Science: Reports* 13 (2017); “Economic growth in Mesoamerica: Obsidian consumption in the coastal lowlands.” With B. Stark, et al. *Journal of Anthropological Archaeology* 41 (2016); “Religious Practice in the Ancient Americas and the Ontological Turn.” *Current Anthropology* 56:6 (2015); “Political Transformations and the Everyday in Postclassic Oaxaca.” With A. Joyce, et al. *Ancient Mesoamerica* 25:2 (2014); “Más que conquista: Un cuento de dos fortalezas en la región de Nejapa.” With E. Konwest, et al. *Cuadernos del Sur* 19:36 (2014).



Konwest, Elizabeth: Assistant Director, Center for the Study of Global Change, IUB

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A. Kent State Univ., 2006; M.A., Ph.D. Indiana Univ. 2010, 2017

Administrative posts: Assistant Director, Center for the Study of Global Change, 2017-

Research/teaching specializations: Mesoamerican archaeology, identity and community formation, Latin American studies, service-learning education, community-based participatory research, public education and outreach, Indigenous heritage and rights, international education, global studies

Overseas field experience: Mexico

Non-English language proficiency: Spanish-3, Yucatec Maya-2, French-1

Area courses taught: 2 – Altruism, from Evolution to Morality; Salt: The Rock We Eat

Distinctions: Fulbright Gateway Orientation Program Grant, 2017; Outstanding Associate Instructor, Dept. of Anthropology, 2015; Foreign Language and Area Studies (FLAS) Academic Year Award, 2009-10.

Recent publications: 2 – “New Materials – New Technologies? Postclassic and Early Colonial Technological Transitions in the Nejapa Region of Oaxaca, México.” With S. King. In *Technology and Tradition in Mesoamerica after the Spanish Invasion*. Ed. R. Alexander. Albuquerque: Univ. of New Mexico Press, 2018; “Más que conquista: Un cuento de dos fortalezas en la región de Nejapa.” With S. King, et al. *Cuadernos del Sur* 19:36 (2014). **Also:** “Moving Toward Public Archaeology in the Nejapa Valley of Oaxaca, Mexico.” With S. King. *Chungara, Revista de Antropología Chilena* 44:3 (2012).

Larson, Catherine: Professor Emerita, Spanish and Portuguese, IUB

Tenure status: Emerita

Time devoted to Latin American/Caribbean Studies: 35%

Education: B.A., M.A. Univ. of Missouri, 1972, 1979; Ph.D., Univ. of Kansas, 1982.

Administrative posts: Chair, Department of Spanish and Portuguese, 2009-12; Associate Dean for Undergraduate Education, College of Arts and Sciences, 2003-08

Research/teaching specializations: Performance; Gender and Hispanic drama; Theatrical Adaptation; Theory and practice in Hispanic theater; Politics and Latin American theater; Game theory and the theater

Overseas field experience: Mexico, Spain

Non-English language proficiency: Spanish-5, French-2

Area courses taught: 7 – Introduction to Hispanic Literature; Hispanic Drama; Contemporary Spanish American Theater; Games, Play, and Reality in Contemporary Spanish American Drama; Contemporary Latin American Women Dramatists; Gender Issues in Hispanic Drama; Performance, Politics, and Power

Number of dissertations or theses supervised since 2013: 2

Distinctions: Department of Education, “Graduate Assistance in Areas of National Need,” 2012; Frederic Bachman Lieber Memorial Award for Excellence in Teaching, 2002.

Recent publications: 7 - “Translating Hispanic Women Dramatists for the 21st Century: Are We There Yet?” In *Religious and Secular Theater in Golden Age Spain: Essays in Honor of Donald T. Dietz*. Ed. S. Paun de García and D. Larson. New York: Peter Lang, 2017; “Suitors, the Senses, and Succession in Lope’s *El mejor mozo de España*.” In *Making Sense of the Senses: Essays in Comedia Criticism*. Ed. Y. Gamboa and B. Gasior. Newark, DE: Juan de la Cuesta, 2017; “Adapting the Spanish Classics for 21st-Century Performance in English: Models for Analysis.” In *Prismatic Reflections on Spanish Golden Age Theater*. Ed. G. Campbell and A. Williamsen. New York: Peter Lang, 2015; “Translating and Adapting the Classics: Staging *La dama boba* in English.” *Bulletin of the Comediantes* 67:1 (2015); “Terms and Concepts: The Adaptation of Classical Texts for the Stage.” In *Remaking the Comedia: Spanish Classical Theater in Adaptation*. Ed. H. Erdman and S. Paun de García. London: Tamesis, 2015. (Additional 2 publications since 2013.)



León, Javier F.: Director, Latin American Music Center, IUB

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of California at Berkeley, 1993; M.A., Ph.D. Univ. of Texas, Austin, 1997, 2003.

Administrative posts: Director, Latin American Music Center, 2015-

Research/teaching specializations: Music, neoliberalism and the culture industries; Cultural policy, copyright, alternate regimes of value in the performing arts; Music, race, and nationalist movement in Latin America

Overseas field experience: Peru

Non-English language proficiency: Spanish-5, Portuguese-1

Area courses taught: 10 – Popular Music and the Culture Industries; Music and Nationalism in Latin America; Music and Black Identity in Latin America; Music of the Andean Countries; Musics of Mexico, Central America and the Borderlands; Latin American and Latino Popular Music and Culture; South American Culture and Performance; Music, Marxism and Globalization; Musics of the Caribbean; Musics of the Southern Cone

Number of dissertations or theses supervised since 2013: 5

Recent publications: 4 – “El Ritmo Latino: Hispanic/LatinX Music Influences in the U.S.” In *LatinX Voices: Hispanics in Media in the U.S.* Ed. K. Coronado and E. Kight. New York: Focal Press, 2018; *A Latin American Music Reader: Views from the South* (ed.). With H. Simonett. Urbana: University of Illinois Press. 2016; “El desarrollo musical de la música afroperuana durante la segunda parte del siglo veinte.” In *Música popular y sociedad en el Perú contemporáneo*. Ed. R. Romero. Lima: Pontificia Univ. Católica del Perú., 2015; “Introduction: Music, Music-Making and Neoliberalism.” *Culture, Theory and Critique* 55:2 (2014). **Also:** “Música tradicional y popular en la costa peruana” In *A Tres Bandas. Mestizaje, sincretismo e hibridación en el espacio sonoro iberoamericano (s. XVI-XX)* Eds. A. Recasens and C. Spencer. Madrid: Ministerio de Asuntos Exteriores y de Cultura de España - Sociedad Estatal para la Acción Cultural Exterior, 2010.

Levinson, Bradley A.: Professor, School of Education, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of California Santa Cruz, 1984; M.A., Ph.D. UNC Chapel Hill, 1989, 1993

Administrative posts: Director, Center for Latin American and Caribbean Studies, 2008-11

Research/teaching specializations: Student culture and identity formation at the secondary level in Mexico; civic education for democracy in Latin America; transnational migration and education; ethnographic methods

Overseas field experience: Argentina, Brazil, Colombia, Ecuador, Guatemala, Mexico

Non-English language proficiency: Spanish-5

Area courses taught: 8 – Anthropology of Education; Latino and Latin American Education; Globalization and Education Policy and Reform; Immigration and Transnational Experience; Schooling around the World; Education across Time and Cultures; Education and Society in Latin America; Immigration and Education.

Number of dissertations or theses supervised since 2013: 10

Distinctions: Award for Excellence in Mentoring, School of Education, 2013; Visiting Professor, Department of Education, Aarhus Univ., 2012; Fulbright-Hays Faculty Research Abroad Award, 2007-08.

Recent publications: 5 – “El docente de secundaria ante las reformas educativas.” With I. Lozano. *Revista Actualidades Investigativas en Educación* 18:1 (2018); “Theoretical foundations for a critical anthropology of education policy.” With T. Winstead and M. Sutton. In *The Anthropology of Education Policy*. Ed. A. Castagno and T. McCarty. New York: Routledge, 2018; “Stealth diversity and the indigenous question: The challenges of citizenship in Mexican civic education.” With M. Luna. In *Citizenship Education and Global Migration*. Ed. J. Banks. Washington: AERA Publications, 2017; “Inhabited institutions in new destinations: Local sense-making and institutional work in community response to new immigration.” With J. Everitt. *Journal of Contemporary Ethnography* 45:2 (2016); “La antropología de la educación estadounidense: Temas y tensiones en el conocimiento de un campo social.” In *Etnografías de la educación y conceptos de educación*. Ed. A. Díaz de Rada. Madrid: Univ. Nacional de Educación a Distancia, 2014.



Lopes, Alex: Clinical Professor, Kelley School of Business, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.S. Univ. Federal do Ceará, 1992; M.S. Univ. de São Paulo, 1996; Ph.D. Univ. of Pittsburgh, 2002

Administrative posts: Director, Technology Consulting Workshop, 2015-

Research/teaching specializations: Online information goods; Collaboration technologies; Face-to-face and online social networks; IS educational initiatives.

Overseas field experience: Brazil

Non-English language proficiency: Portuguese-5, Spanish-3

Distinctions: Kelley Service Award, 2014; Westerbeck Junior Faculty Graduate Teaching Award, 2011

Recent publications: None. **Also:** "IT Careers Camp: An Early Intervention Strategy to Increase IS Enrollments." With V. Choudhury and D. Arthur. *Information Systems Research* 21:1 (2010); "Would You Like Fries With That? Digital Inclusion with the McInternet." With A. Sacchi, et al. *Communications of the ACM* 52:3 (2009); "Consumer Perceptions and Willingness to Pay for Intrinsically Motivated Online Content." With D. Galletta. *Journal of Management Information Systems* 23:2 (2006).

Malitsky, Joshua: Associate Professor, Media School, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A. Univ. of Wisconsin, 1994; M.A. UNC Chapel Hill, 2000; Ph.D. Northwestern Univ., 2005.

Administrative posts: Director Center for Documentary Research and Practice, 2015-

Research/teaching specializations: Documentary history, theory, and criticism; non-fiction film and nation-building; documentary, ethnographic film, and the avant-garde; Cuban cinema; realism; sports media

Overseas field experience: Cuba

Non-English language proficiency: Spanish-5

Area courses taught: 7 – History of Documentary; Intro. to Media Theory and Aesthetics; Film and Propaganda; Seminar in Documentary Studies; Film and Ethnography; Sports Media; Sports Documentary.

Distinctions: Andrew Mellon Sawyer Seminar Grant, "Documentary and Historical Transformations," 2016-17; College of Arts and Humanities Institute Grants, 2013-17.

Recent publications: 3 – "Education and Information. Sara Gómez and Cuban Nonfiction Film Culture of the 1960s." In *Images of Utopia, Documents of Belonging: Sara Gómez's Contribution to Cuban and World Cinema*. Ed. S. Lord. Bloomington: Indiana Univ. Press, 2018; "Knowing Sports: The Logic of the Contemporary Sports Documentary." *Journal of Sports History* 41:2 (2014); *Post-Revolution, Non-Fiction Film: Building the Soviet and Cuban Nations*. Bloomington: Indiana Univ. Press, 2013. **Also:** "Science and Documentary: Unity, Indexicality, Reality." *Journal of Visual Culture* 11:3 (2012); "Documentary Studies and Linguistic Anthropology." With Ilana Gershon. *Culture, Theory and Critique* 52:1 (2011); "A Certain Explicitness: Objectivity, History, and the Documentary Self." *Cinema Journal* 50:3 (2011).



Martin, Michael: Professor, Media School, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A. City Univ. of New York, 1970; M.A., M.ED. Columbia Univ., 1971, 1972; Ph.D. Univ. of Massachusetts, Amherst, 1979.

Administrative posts: Director, Black Film Center/Archive, 2006-16

Research/teaching specializations: Third World, postcolonial and African cinemas, diasporic cinema, social movements, transnational migration, documentary video production

Overseas field experience: Nicaragua, Trinidad and Tobago

Non-English language proficiency: Spanish-2

Area courses taught: 2 – Cinemas of the Black Diaspora, Third World Cinemas.

Number of dissertations or theses supervised since 2013: 3

Distinctions: Editor-in-Chief, *Black Camera: An International Scholarly Journal*, Project MUSE Journal of the Month, 2015; New Frontiers in the Arts and Humanities Award, Lilly Endowment, 2009, 2015.

Recent publications: 10 – *Race and the Revolutionary Impulse in The Spook Who Sat By the Door* (ed). With D. Wall and M. Yaquinto. Bloomington: Indiana Univ. Press, 2018; “Nelson Pereira dos Santos on *Who Is Beta?* and Such Other Dauntingly Brazilian Maladies.” *Black Camera* 7:2 (2016); *The Politics and Poetics of Black Film: Nothing but a Man* (ed). With D. Wall. Bloomington: Indiana Univ. Press, 2015; “‘I Just Wanted My Figures to Move’: The Filmmaking Practice of Mike Henderson.” *Black Camera* 7:1 (2015); “Struggles for the *sign* in the Black Atlantic: Los Angeles Collective of Black Filmmakers.” In *L.A. Rebellion: Creating a New Black Cinema*. Ed. A. Nadia Field, et al. Oakland: Univ. of California Press, 2015; “The Civilizing Mission of Globalization’: Technology, African Cinematic Practice, and Overcoming Neocolonialism. A Conversation with Jean-Marie Teno.” With M. Moorman. *Third Text* 29:1-2 (2015); “Conversations with Ava DuVernay. ‘A Call to Action’: Organizing Principles of An Activist Cinematic Practice,” *Black Camera* 6:1 (2014); “Race, Space, Gender in Ed Bland’s *Cry of Jazz*.” *Quarterly Review of Film and Video*, 31:2 (2014). (Additional 2 publications since 2013.)

Martinez, Rebecca S.: Associate Professor, School of Education, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.S. Univ. of Florida, 1993; M.A., Ph.D. Univ. of Texas at Austin, 2001, 2002

Research/teaching specializations: Reading disabilities, reading difficulty prevention and intervention, ethical practice in school psychology

Overseas field experience: Guatemala

Non-English language proficiency: Spanish-5

Area courses taught: International School Psychology Practicum in Guatemala

Number of dissertations or theses supervised since 2013: 5

Distinctions: Reviewer of the Year, *Journal of School Psychology*, 2011; Excellence in Graduate Mentoring Award, School of Education, 2009; Leading Light Award, Bloomington Chamber of Commerce, 2007.

Recent publications: *School Psychology for the 21st Century: Foundations and Practices* (ed.). With K. Merrell, et al. 3rd ed. New York: Guilford Publications, 2018; *Promoting Academic Success with English Language Learners: Best Practices for RTI* (ed.). With C. Albers. New York: Guilford Publications, 2015; “Best practices in instructional strategies for reading in general education.” In *Best Practices in School Psychology VI*. Ed. A. Thomas and P. Harrison. Bethesda, MD: National Association of School Psychologists, 2014; “Effective and Collaborative School Practices that Promote English Reading for English Learners (EL).” With B. Harris and M. McClain. *Journal of Educational and Psychological Consultation* 24:2 (2014); “Scientific research in school psychology: Leading researchers weigh in on our past, present, and future.” With K. McIntosh, et al. *Journal of School Psychology* 51 (2013). **Also:** “Concurrent and Predictive Patterns and Trends in Performance on Early Numeracy Curriculum-Based Measures in K-1st Grade.” With K. Missall, et al. *Assessment for Effective Intervention* 37:2 (2012); “Criterion-Related Validity of Writing Curriculum-Based Measurement (WCBM) in High School Students.” With S. Mercer, et al. *School Psychology Quarterly* 27:2 (2012).



Martinez, Sylvia: Associate Professor, School of Education, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 15%

Education: B.A. Pomona College, 1998; M.A., Ph.D. Univ. of Chicago, 2002, 2006.

Administrative Posts: Interim Director, Program in Race, Migration, and Indigeneity, 2017-; Director, Latino Studies, 2015-.

Research/teaching specializations: The nature of the college information gap among Latino/a youth; Latino/a transnational networks.

Non-English language proficiency: Spanish-5

Area courses taught: 3 – Latinas in the U.S.; The Latino Family; Intro. to Latino History

Number of dissertations or theses supervised since 2013: 5

Distinctions: IU Trustees Teaching Award, 2017; OVPR Collaborative Research/Creative Activity Program, “Road to Retention in Higher Education? The Role of Latino/a Ethnic Identity on Participation at La Casa,” 2013.

Recent publications: 7 – The Role of Researcher in Participatory Inquiry: Modeling Inter-Active Reflexivity in Conversational Reflections. With M. Call-Cummings and B. Dennis. *Cultural Studies <-> Critical Methodologies* (Forthcoming); “‘It wasn’t racism; it was more misunderstanding.’ White Teachers, Latino/a Students, and Conceptualizations of Racism.” With M. Call-Cummings. *Race, Ethnicity, and Education* 20:4 (2017); “School Factors and Alcohol Use: The Moderating Effects of Nativity in a National Sample of Latino Adolescents.” With E. Vaughan, et al. *Substance Use and Misuse* 51:6 (2016); “Potentially Liberating or Unintentionally Oppressive? Perpetuating Status Quo Oppression through PhotoVoice.” With M. Call-Cummings. *The Qualitative Report* 12:5 (2016); “Teaching a Diversity Course at a Predominantly White Institution: Success with Statistics.” *Journal of College Student Development* 55 (2015); “Decomposing the differences in time allocation and research output between Latino and non-Latino faculty.” With R. Toutkoushian. *Latino Studies Journal* 12:4 (2014); “Gender and racial/ethnic differences in self-reported levels of engagement in high school math and science courses.” With S. Guzman. *Hispanic Journal of Behavioral Sciences* 35:3 (2013).

Martínez-Mier, E. Angeles: Professor, School of Dentistry, IUPUI

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 75%

Education: D.D.S. Univ. Nacional Autónoma de México, 1990; M.S.D., Ph.D. Indiana Univ., 1995, 2000

Administrative posts: Chair, Dept. of Cariology, Operative Dentistry, and Dental Public Health, 2015-; Director, Division of Community Dentistry, 2011-; Director, Binational/Cross-Cultural Health Enhancement Center, 2007-; Director, Fluoride Research Program, 2001-13.

Research/teaching specializations: Cross-cultural health, oral health of indigenous populations, oral health disparities in Latinos, environmental health

Overseas field experience: Brazil, Colombia, Mexico

Non-English language proficiency: Spanish-5, Portuguese-3, French-2

Area courses taught: 2 – Global Health; Binational Health.

Number of dissertations or theses supervised since 2013: 10

Distinctions: National Institute of Environmental Health Sciences (NIEHS) Grant, 2012-18, 2016-18; John W. Ryan Award for Distinguished Contributions to International Programs and Studies, 2014; IU Trustees Teaching Award, 2009, 2012; 2010 Outstanding Faculty Member of the Year, IUSD/IDA, 2010.

Recent publications: 20 – “Geochemical characterization of fluoride in water, table salt, active sediment, rock and soil samples, and its possible relationship with the prevalence of enamel fluorosis in children in four municipalities of the department of Huila (Colombia).” With S. Martingnon, et al. *Environmental Monitoring and Assessment* 189:6 (2017); “Fluoride concentration in saliva and biofilm fluid following the application of three fluoride varnishes.” With L. Al Dehailan. *Journal of Dentistry* 60 (2017); “Midwestern Latino caregivers’ knowledge, attitudes and sense making of the oral health etiology, prevention and barriers that inhibit their children’s oral health: a CBPR approach.” With K. Walker, et al. *BMC Oral Health* 17:1 (2017); “Fluoride in the diet of 2-years-old children.” With K. Spencer, et al. *Community Dental Oral Epidemiology* 45:3 (2017); “Effect of toothbrushing duration and dentifrice quantity on enamel remineralisation: An in situ randomized clinical trial.” With J. Creeth, et al. *Journal of Dentistry* 55 (2016); (Additional 15 publications since 2013.)



Maupomé, Gerardo: Professor, School of Public Health, IUPUI.

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.D.S., Univ. Nacional Autónoma de México, 1985; M.Sc., Ph.D. Univ. of London, 1986, 1991.

Administrative posts: Associate Dean of Research, School of Public Health, 2017-

Research/teaching specializations: Oral epidemiology; oral treatment needs of high-risk patients; health services research; professional practice and decision-making analysis; international/global health; social networks analysis.

Overseas field experience: Mexico

Non-English language proficiency: Spanish-5

Area courses taught: Basic Dental Spanish; Community Based Education;

Number of dissertations or theses supervised since 2013: 16

Distinctions: Community Health Enhancement Center Grant, “Dental Health Inequities Affecting Central Americans,” 2017-18; National Institute of Dental and Craniofacial Research Grant, “Social Network Dynamics and Oral Health Disparities in Mexican-American Immigrants,” 2016-21;

Recent publications: 43 – “Does this look infected to you?” Social network predictors of dental help-seeking among Mexican immigrants.” With E. Pullen and B. Perry. *Journal of Immigrant and Minority Health* 20:2 (2018); “Use of Internet for general and dental health along acculturation features in a sample of Mexican-Americans.” With O. Aguirre, et al. *Ethnicity & Disease* 27:4 (2017); “Prevalence of functional dentition in a group of Mexican male adults.” With M. Minaya-Sánchez, et al. *Puerto Rico Health Sciences Journal* 36:3 (2017); “Segmentation of Mexican-heritage immigrants: Acculturation typology and language preference in health information seeking.” With Y. Shin. *Journal of Immigrant and Minority Health* 9:5 (2017); “Dental problems and *Familismo*: social network discussion of oral health issues among adults of Mexican origin living in the Midwest United States.” With W. McConnell and B. Perry. *Community Dental Health* 33:4 (2016). (Additional 39 publications since 2013.)

McDowell, John: Professor, Folklore and Ethnomusicology, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Swarthmore College, 1969; Ph.D. Univ. of Texas at Austin, 1975

Administrative posts: Director of Graduate Studies, Department of Folklore and Ethnomusicology

Research/teaching specializations: Performance studies; Latin American myth, cosmos, and healing; Corrido of Greater Mexico; Indigenous peoples of the Andes; Children’s lore and culture

Overseas field experience: Colombia, Cuba, Ecuador, Mexico

Non-English language proficiency: Spanish-5, Quechua-3

Area courses taught: 2 – Myth, Cosmos and Healing in Latin America; Latin American Folklore and Folk Music

Number of dissertations or theses supervised since 2013: 20

Distinctions: New Frontiers/New Currents Award, “Performing Diverse Environmentalisms,” 2016; Faculty of the Year Award, IU Latino Faculty and Staff Council, 2015; Fellow, American Folklore Society, 2004.

Recent publications: 5 – “Transitionality: The Border as Barrier and Bridge.” In *Border Folk Balladeers: Critical Studies on Américo Paredes*. Ed. R. Cantú. Norman: Univ. of Oklahoma Press, 2018; *Animal Tales from the Caribbean*. Collected by George List. Ed. with J. S. Rojas. Bloomington: Indiana Univ. Press, 2017; *¡Corrido! The Living Ballad of Mexico’s Western Coast*. Albuquerque: Univ. of New Mexico Press, 2015; “Surfing the Tube for Latin American Song: The Blessings (and Curses) of YouTube.” *Journal of American Folklore* 128 (2015); *Dancing the Ancestors: Carnival in South America* (ed.). With P. Shukla. Bloomington: INARI Press, 2013; “Return of the First People.” In *Dancing the Ancestors: Carnival in South America*. Ed. with P. Shukla. Bloomington: INARI Press, 2013. **Also:** “The Ballad of Narcomexico.” *Journal of Folklore Research* 49 (2012); “With His Pistol in His Hand.” *Journal of American Folklore* 125 (2012); *Inga Rimangapa Samuichi: Speaking the Quechua of Colombia*. With F. Tandioy Jansasoy and J. E. Wolf. Bloomington: Center for Latin American and Caribbean Studies, 2011.



McGraw, Jason: Associate Professor, History, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Reed College, 1997; M.A., PhD. Univ. of Chicago, 2000, 2006

Administrative posts: Coordinator, Minority Languages and Cultures Project

Research/teaching specializations: Modern Latin American History; Modern Caribbean History; Colombia; Jamaica; popular culture; citizenship; nationalism; globalization; world history; Modern British history

Overseas field experience: Colombia, Costa Rica, Ecuador, Jamaica, Panama, U.K.

Non-English language proficiency: Spanish-3

Area courses taught: Global Pop Culture; Latin American Popular Culture; Latin American Cultures and Civilization II (Modern Latin American History); World History 1900-1945; History of Colombia, Panama, and Venezuela; Race and Nation in Latin America.

Distinctions: Mellon Innovating International Research and Teaching (MIIRT) Short-Term Faculty Fellowship, 2016; Book Prize, Center for the Study of Citizenship, 2015; Michael Jiménez Book Prize, Latin American Studies Association, 2015; IU Trustees Teaching Award, 2013; Visiting Scholar, Texas Lozano Long Institute for Latin American Studies, 2010-11.

Recent publications: "Sonic Settlements: Jamaican Music and the Making of Black Immigrant Communities in Postwar Britain." *Journal of Social History* (Forthcoming); "A Tropical Reconstruction." *Labor: Studies in Working-Class History of the Americas* 12:4 (2015); *The Work of Recognition: Caribbean Colombia and the Postemancipation Struggle for Citizenship*. Chapel Hill: Univ. of North Carolina Press, 2014. **Also:** "Spectacles of Freedom: Public Manumissions, Political Rhetoric, and Citizen Mobilization in Mid-Nineteenth-Century Colombia." *Slavery and Abolition* 32:2 (2011); "Purificar la Nación: Eugenesia, Higiene y Renovación Moral-racial de la Periferia del Caribe Colombiano, 1900-1930." *Revista de Estudios Sociales* 27 (2007).

Medina, Carmen: Associate Professor, School of Education, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 80%

Education: B.A. Univ. of Puerto Rico - Cayey, 1991; M.A., Ph.D. Ohio State Univ., 1996, 2000

Administrative posts: Chair, Elementary Literacy Program, 2010-13

Research/teaching specializations: Literacy/biliteracy as social and critical practices, multiliteracies and multilingual inquiry pedagogies, critical performance/drama pedagogies, Latino/a (bilingual) children's literature.

Non-English language proficiency: Spanish-5

Area courses taught: 6 – Issues on Literacy; Culture and Language Education; Multiple Literacies; Biliteracy and Culture; Critical Issues for Reading Professionals; Latino/a Children and YA Literature.

Number of dissertations or theses supervised since 2013: 3

Distinctions: Board of Directors, Literacy Research Association, 2015-18; American Alliance for Theatre and Education Research Award, 2013; IU Trustees Teaching Award, 2010; Virginia Hamilton Essay Award, 2005.

Recent publications: 16 – "Latinx popular culture imaginaries: Examining Puerto Rican children's social discourses in telenovelas interpretations. With M. del R. Costa and N. Soto. *Early Years: An International Research Journal* 37:1 (2017); "Critical fictions of the global: Transnational narratives in Latin@ children's literature." With C. Brochin. *Bookbird* 55:3 (2017); "Monster High: Converging Imaginaries of Girlhood in Tweens' Digital Doll Play." With K. Wohlwend. In *Literacy in Transcultural and Cosmopolitan Times*. Eds. R. Naqvi and J. Rowsell. New York: Routledge, 2017; "Playful literacies and practices of making in children's imaginaries." With K. Wohlwend and B. Buchholz. In *Handbook of Writing, Literacies, and Education in Digital Cultures*. New York: Routledge, 2017; *Methodologies of Embodiment: Reinscribing bodies in qualitative research* (ed.). With M. Perry. New York: Routledge, 2015; *Literacy, Play, and Globalization: Converging Imaginaries in Children's Critical and Cultural Performances*. With K. Wohlwend. New York: Routledge, 2014; "Foregrounding emergence, embodiment, and critical practices: Performance pedagogies in literacy methods." With L. Coggin and G. Weltsek. In *Teaching the English language arts methods: Contemporary methods and practices*. Ed. J. Brass and A. Webb. New York: Routledge, 2014. (Additional 9 publications since 2013.)



Medina, Eden: Associate Professor, School of Informatics and Computing, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.S.E. Princeton Univ., 1997; Ph.D. Massachusetts Institute of Technology, 2005.

Administrative posts: Director, Rob Kling Center for Social Informatics;

Research/teaching specializations: Technology history; modern Latin American history; science and technology studies; computers; human rights; governance.

Overseas field experience: Brazil, Chile, Colombia, Ecuador, Mexico

Non-English language proficiency: Spanish-4, French-1, Portuguese-1

Area courses taught: 1 – Geographies of Technology

Number of dissertations or theses supervised since 2013: 4

Distinctions: Scholar's Award, National Science Foundation, 2015-17; Amsterdamska Award for Edited Book in Science and Technology Studies, European Association for the Study of Science and Technology, 2016; Resident Fellow, Information Society Project, Yale Univ., 2013-14; Edelstein Book Prize, Society for the History of Technology, 2012; Computer History Museum Prize, SIGCIS, 2012; Outstanding Junior Faculty Award, 2011.

Recent publications: 6 – “International Organizations and Technologies of Governance.” With S. Merry, et al. In *International Panel for Social Progress Report: Reshaping Society for the Twenty-first Century*. New York, Cambridge Univ. Press, 2018; “Science and Harm in Human Rights Cases: Preventing the Revictimization of Families of the Disappeared.” With I. Wiener. *Yale Law Journal Forum* 125 (2016); “Rethinking Algorithmic Regulation.” *Kybernetes* 44:6/7 (2015); “Infrastructural Drift in Seismic Cities: Chile, Pacific Rim.” With S. Kane and D. Micheler. *Social Text* 33 (2015); *Beyond Imported Magic: Essays on Science, Technology, and Society in Latin America* (ed.). With I. da Costa Marques and C. Holmes. Cambridge: MIT Press, 2014; “Reading History in a Large Concrete Panel.” In *Monolith Controversies*. Ed. H. Palmarola and P. Alonso. Berlin: Hatje Cantz, 2014. **Also:** *Cybernetic Socialism: The Untold Story of the Chilean Revolution*. Cambridge: MIT Press, 2011.

Mejías-López, Alejandro: Associate Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.A., Univ. de Sevilla, 1990; M.A., Ph.D. Univ. Michigan, 1992, 1995

Administrative posts: Director of Undergraduate Studies, 2015-16, 2017-

Research/teaching specializations: 19th Century Spanish American literature and culture; Transatlantic studies, Modernisms and modernities; Postcolonial literature; Politics of literary histories and canon formation.

Overseas field experience: Argentina, Chile, Mexico, Peru, Spain, Uruguay

Non-English language proficiency: Spanish-5, Portuguese-2, French-2

Area courses taught: 10 – Intro to Hispanic Cultures; Intro to Hispanic Literatures; Spanish American Literature from Colonial to 1900; Spanish America: The Cultural Context; Modern Spanish American Prose Fiction; Mexican Literature; Hispanic Cinema; Hispanic Literature and Society; Global Modernisms, Transatlantic Studies and World Literature; Postcolonial Latin American Literature; Modernismo

Number of dissertations or theses supervised since 2013: 5

Distinctions: IU Trustees Teaching Award, 2010, 2015; College Arts and Humanities Institute Research Fellowship, 2014; New Frontiers Exploratory Travel Grant, OVPIA, 2013.

Recent publications: 3 – “America and the Writing of Spanish Literary History.” In *Transatlantic Studies Reader: Latin America, Iberia and Africa*. Ed. C. Enjuto-Rangel, et al. Durham, Duke Univ. Press, Forthcoming. “Hispanic Studies and the Legacy of Empire.” In *Empire's End: Transnational Connections in the Hispanic World, 1808-1898*. Ed. A. Tsuchiya and W. Acree. Nashville: Vanderbilt Univ. Press, 2016; “Modernism(o) y modernidad desde América Latina: una posible lectura a la inversa.” *Nuevos mapas de las vanguardias: Miradas desde (o hacia) América Latina*. Ed. E. Irigoyen and G. Torello. Montevideo: Universidad de la República, 2015. **Also:** *The Inverted Conquest: The Myth of Modernity and the Transatlantic Onset of Modernism*. Nashville: Vanderbilt Univ. Press, 2010.



Mello, William: Associate Professor, Labor Studies, IU Northwest

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Empire State College, 1996; M.A., Ph.D. New School for Social Research, 1998, 2004

Research/teaching specializations: Brazilian politics; Brazilian labor history; Social movements in Latin America; Latin American history and politics; Comparative labor movements

Overseas field experience: Brazil

Non-English language proficiency: Portuguese-5, Spanish-3

Area courses taught: Brazil, Conflict and Social Justice; Social Movements in Latin America; History of the Americas II; Politics and History in Brazil.

Number of dissertations or theses supervised since 2013: 6

Recent publications: 2 – “Class Struggle in Brazil: Who Will Defend the Working Class?” *Nonsite* 24 (Forthcoming); “Historia, Oralidade e os Mundos do Trabalho: Notas sobre os trabalhadores da Carnauba no Ceará – Passado e Presente.” With T. Salles Bessa. *Revista do PPG em História da UECE* 7 (2017); *Historia, memoria, oralidade e cultura*. With Z. Menezes Lima and A. da Costa Muniz. 2 Vol. Fortaleza, Brazil: EdUECE, 2016; “Environmental Health Policy in Brazil.” With R. Dible and G. Benitez. In *Comparative Perspectives on Environmental Policies and Issues*. Ed. R. Dible. New York: Routledge, 2014.

Melo, Emerson: Assistant Professor, Economics, IUB

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A., M.A. Univ. de Chile, 2004, 2006; Ph.D. California Institute of Technology, 2013

Administrative posts: Junior Researcher, Banco Central de Chile, 2006-08.

Research/teaching specializations: Game theory; Microeconomic theory; Economic and social networks; Applied econometrics.

Overseas field experience: Chile

Non-English language proficiency: Spanish-5

Area courses taught: Intro. to Game Theory

Distinctions: California Institute of Technology Graduate Fellowship, 2008-13

Recent publications: 2 – “Testing the quantal response hypothesis.” With K. Pogorelskiy and M. Shum. *International Economic Review* (Forthcoming); “Bounding causal effects in ecological inference problems: the Chilean electoral reform.” With A. Corvalan, et al. *Political Science Research and Methods* 5:3 (2017); “Price competition, free entry, and welfare in congested markets.” *Games and Economic Behavior* 83 (2014). **Also:** “A representative consumer theorem for discrete choice models in networked markets.” *Economics Letters* 117:3 (2012); “Congestion pricing and learning in traffic network games.” *Journal of Public Economic Theory* 13:3 (2011).



Miller Wolf, Katherine: Assistant Professor, Anthropology, IU East

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Indiana Univ.; M.A., Ph.D. Arizona State Univ, 2006, 2014

Administrative posts: Co-director, Bioarchaeology Field School, Belize, 2015-.

Research/teaching specializations: Bioarchaeology, social organization, kinship, identity, physical anthropology, human osteology, odontometry, biogeochemistry, archaeology, Mesoamerica

Overseas field experience: Belize, Honduras, Guatemala, Mexico

Non-English language proficiency: Spanish-4

Area courses taught: The Ancient Maya; Archaeology of the New World; Buried Cities and Lost Tribes of the World; Peoples of Latin America; Cultural Anthropology; Forensic Anthropology.

Distinctions: Award for Excellence in Research, IU East, 2018; Doctoral Dissertation Improvement Grant, National Science Foundation, 2012-14; William S. Pollitzer Prize, American Association of Physical Anthropologists, 2009.

Recent publications: 7 – “Re-interpreting Ancient Maya Mobility: A Strontium Isotope Baseline for Western Honduras.” With C. Freiwald. *Journal of Archaeological Science Reports* (Forthcoming); “Una perspectiva bioarqueológica de la salud de los entierros de Yauhtepec.” In *Excavaciones de casas en la ciudad azteca de Yauhtepec, Morelos, México*. Ed. M.E. Smith. Oxford, U.K.: Archaeopress, 2018; “Igniting the Passion: Examples for Anthropology, Sociology, and Geography.” With D. Bullock, et al. In *Best Practices in Online Teaching and Learning across Academic Disciplines*. Ed. R. Alexander. Fairfax, VA: George Mason Univ. Press, 2017; “La bioarqueología de diversidad y complejidad de la sociedad maya en Copán: resultados de un estudio de estroncio y biodistancia.” In *Proceedings of the XXX Simposio de Investigaciones Arqueológicas en Guatemala: Museo Nacional de Arqueología y Etnología*. Ed. B. Arroyo, et al. Guatemala City: Ministerio de Cultura y Deportes y Instituto de Antropología y Historia, 2017; “Technologies of Domination at Mission San Bernabé, Petén, Guatemala.” With T.W. Pugh, et al. *Ancient Mesoamerica* 27:1 (2016). (Additional 2 publications since 2013.)

Myers, Kathleen Ann: Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Ripon College, 1980; Ph.D. Brown Univ., 1986

Administrative posts: Director of Graduate Studies, 2000-2004

Research/teaching specializations: Colonial Latin America, Mexico; theory of the archive; contemporary authors and interviews; gender and religious studies.

Overseas field Experience: Costa Rica, Mexico, Peru, Spain

Non-English language proficiency: Spanish-4

Area courses taught: 3 – Colonial Mexico; Contemporary Mexico; Coloniality; Visual Culture, Latin American Culture, Hispanic Literature.

Number of dissertations or theses supervised since 2013: 5

Distinctions: HISPANEX Grant, Spanish Ministry for Culture, Education, and Sports, “Trashumancia: Cultural Geographies, History, and Memory in Contemporary Spain, 2015; National Endowment for the Humanities Book Publication Award, 2015; Rapp Granary-Owen Foundation Writer in Residence Award, 2014; IU Trustees Teaching Award, 2013; Outstanding Mentor Award, Dept. of Spanish and Portuguese, 2008, 2015.

Recent publications: 3 – *In the Shadow of Cortés: Conversations along the Route of Conquest*. Tucson: Univ. of Arizona Press, 2016; “Aztec Dance along the Ruta de Cortés: A Search for new Ethnic Identities.” *Hispanófila* 171 (2014); “Historical Narrative.” With P. García. In *Lexikon of the Hispanic Baroque: Technologies of a Transatlantic Cultural Transfer*. Ed. K. Mills, et al. Austin: Univ. of Texas Press, 2013. **Also:** “Spanish Catholicism in the Post-Columbian New World (1500-1680s). With P. García.” *Cambridge History of Religions in America*. Ed. S. Stein. New York: Cambridge Univ. Press, 2012; “A Transatlantic Perspective: The Influence of Teresa’s Model on New World Women.” *Approaches to Teaching Literature: Teresa of Avila*. Ed. A. Weber, A. New York: MLA, 2009; “Las Casas versus Oviedo: The Polemic between ‘Defender of the Indians’ and the ‘Enemy of the Indians.’” In *Approaches to Teaching the Writings of Bartolomé de las Casas*. Eds. S. Arias and E. Merediz. New York: MLA, 2008.



Namorato, Luciana: Associate Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. do Estado do Rio de Janeiro, 1999; M.A., Ph.D. UNC Chapel Hill, 2001, 2004

Administrative posts: Director, Portuguese Program, 2014-

Research/teaching specializations: 20th and 21st century Brazilian, Portuguese, and Latin American literature

Overseas field experience: Brazil, Dominican Republic, Portugal

Non-English language proficiency: Portuguese-5, Spanish-4

Area courses taught: 10 – African-Brazilian Experience; Brazilian Cinema; Literatures of the Portuguese-Speaking World: 19th and 20th Centuries; Ageing, Gender and Society in Lusophone Literature; Structure of Portuguese Language; Literatures of the Portuguese-Speaking World: 13th to 19th Centuries; Theater in Portuguese; Brazilian Baroque and its Echoes: A Transatlantic Approach; Contemporary Brazilian Literature.

Number of dissertations or theses supervised since 2013: 2

Distinctions: New Frontiers of Creativity and Scholarship Grant, OVPR, 2017; Ostrom Grant, 2015; Mellon Innovating International Research, Teaching, and Collaboration Grant, OVPR, 2015.

Recent publications: 5 – *Luso-Brazilian Literature in/and the Global Context: Crossing Borders* (ed). With J. de Queiroz. Special issue of *Revista Moara* 47 (2018); “‘Qué no diera yo por saber qué hacer’: Desenredos da loucura em *Delirio*, de Laura Restrepo.” In *Gênero e loucura na literatura*. Ed. C. Schwantes e V. Zanello. Curitiba: Appris, 2017; *Transatlantic Dialogues: Realism and Modernity in Eça de Queirós and Machado de Assis* (ed). With K. Bishop-Sánchez and E. Vieira. Special issue of *Revista de Estudos Literários* 6 (2016); “Introdução.” With K. Bishop-Sánchez and E. Vieira. *Revista de Estudos Literários* 6 (2016); “‘Neckties of a certain color.’ Political Engagement in Machado de Assis’s *Esau e Jacó*.” *Revista de Estudos Literários* 6 (2016).

Nieto-Phillips, John: Associate Professor, History, IUB

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A., M.A., Ph.D. Univ. of California, Los Angeles, 1987, 1992, 1997.

Administrative posts: Associate Vice Provost for Faculty Development and Diversity, 2016-; Editor, *Chiricú: A Journal of Latino Literature, Arts, and Culture*, 2014-; Director, Latino Studies, 2010-14;

Research/teaching specializations: U.S. Latina/o history, race and citizenship, Latin America and the Caribbean

Non-English language proficiency: Spanish-5, French-4, Portuguese-4

Area courses taught: 7 – History of US Latina/os; Latinos and the American Dream: Latino Memories; History of Latinos in US Education; Immigration from Mexico and the Caribbean; Immigrant Nations: Latinos and the Politics of Citizenship; American Borderlands: Borders, Boundaries, Frontiers; Race, Immigration, Citizenship

Number of dissertations or theses supervised since 2013: 1

Distinctions: Fulbright Senior Researcher Grant, Univ. de Alcalá de Henares, 2016; Mellon International Research Fellowship, 2016; Faculty Award, Commission on Multicultural Understanding, 2014.

Recent publications: 2 – “Language.” In *Keywords for Latina/o Studies*. Ed. D. Vargas, et al. New York: NYU Press, 2017; “From the Editor: The Inaugural Issue of *Chiricú Journal*,” *Chiricú Journal: Latina/o Literatures, Arts, and Cultures* 1:1 (2016). **Also:** “New Directions in American Borderlands History” (ed.). Special issue of *Journal of American History* 98:2 (2011); *The Language of Blood: The Making of Spanish American Identity in New Mexico, 1880s-1930s*. Albuquerque: Univ. of New Mexico Press, 2004.



Ochoa, Christiana: Professor, Maurer School of Law, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of Michigan, 1993; J.D. Harvard Univ., 1998

Administrative posts: Academic Director, Mexico Gateway, 2017-; Associate Dean for Research and Faculty Affairs, Maurer School of Law, 2017-.

Research/teaching specializations: Development; human rights; business, international law; contracts

Overseas field experience: Colombia, Brazil, Nicaragua, Costa Rica, Mexico

Non-English language proficiency: Spanish-4, Portuguese-3

Area courses taught: Global Development; Law and International Development; Commercial Activity and Human Rights; Human Rights; International Law

Number of dissertations or theses supervised since 2013: 5

Distinctions: Sawyer Seminar Grant, 2015-17; Mellon Innovating International Research Teaching and Service Award, OVPR, 2014.

Recent publications: 2 – “Generating Conflict: Gold, Water and Vulnerable Communities in the Colombian Highlands.” In *Natural Resources and Sustainable Development: International Economic Law Perspectives*. Ed. C. Tan and J. Faundez. Cheltenham, UK: Edward Elgar, 2017; *Otra cosa no hay*. Documentary Film. 43 min. (2014). **Also:** “Regulating Conflict in the Context of Ignorance: An Analysis of U.S. Conflict Minerals Legislation.” With P. Keenan. *Articles by Maurer Faculty* 1316 (2011); “Corporate Social Responsibility and Firm Compliance: Lessons from the International Law-International Relations Discourse.” *St. Clara Journal of International Law* 9:1 (2011); “Disintegrating Customary International Law: Reactions to Withdrawing from Custom.” *Duke Journal of Comparative and International Law* 21 (2010); “The International Finance Corporation’s New Africa, Latin America, and Caribbean Fund: Its Worrisome Start, and How to Fix It.” With P. Keenan. *Journal of Financial Transformation* 30 (2010).

Panaïté, Oana: Associate Professor, French and Italian, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. Alexandru Ioan Cuza, 1996; Ph.D. Sorbonne, 2004; Ph.D. Johns Hopkins Univ., 2005

Administrative Posts: Director of Graduate Studies, French and Italian, 2009-

Research/teaching specializations: Postcolonial French literature and culture; literary theory, politics of writing

Overseas field experience: Martinique

Non-English language proficiency: French-4

Area courses taught: 4 – The Colonial Fortune; The French Exception; Voyages and Adventures; The Colonial Imagination in French Literature and Film; Children of the Colonies: Guadeloupe, Haiti, Martinique.

Number of dissertations or theses supervised since 2013: 7

Distinctions: Vice-President of the Conseil International d’Études Francophones (CIÉF). 2017-19; IU Trustees Teaching Award, 2015; Visiting Professor, Institut des Amériques. Univ. de Haute Bretagne – Rennes 2, 2013; Prix de la Francophonie des Amériques, Conseil International des Études Francophones, 2009.

Recent publications: 16 – *Le Sens et les sens*. Special issue of Contemporary French and Francophone Studies: SITES 22:3 (2018); *The Colonial Fortune in Contemporary Fiction in French*. Liverpool: Liverpool University Press, 2017; *Entre-Textes. Dialogues littéraires et culturels* (ed.). With V. Klekovkina. London: Routledge, 2017; Une poétique de l’inscriptible: Patrick Chamoiseau et le tombeau littéraire contemporain.” *Patrick Chamoiseau et la mer des récits*. Ed. P. Soubias and D. Rumeau. Bordeaux: Presses Universitaires de Bordeaux, 2017; *Reading Communities: A Dialogical Approach to French and Francophone Literature* (ed.). Newcastle upon Tyne: Cambridge Scholars, 2016; “Writing (as) Africans: French Fiction between Empathy and Orientalism.” *Eastern African Literary and Cultural Studies* 2:3-4 (2015-16); “Mondialisation culturelle et mondialité poétique chez Dany Laferrière.” *Interculturel Francophonies* 30 (2016); “Tombeaux littéraires contemporains.” In *Pour un récit transnational : la fiction au défi de l’histoire immédiate*. Ed. Y. Parisot and C. Pluvinet. Rennes: Presses Universitaires de Rennes. 2016; “Destination, Destiny and Paracolonial Aesthetics in Le Clézio’s Révolutions.” *SITES: Contemporary French and Francophone Studies*. 19:2 (2015). (Additional 7 publications since 2013.)



Pedraza-Martinez, Alfonso: Associate Professor, Kelley School of Business, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 50%

Education: BSc. Univ. de los Andes, 1998; MSc. Universidad Nacional, Colombia, 2004; MSc., Ph.D. Institut Européen d'Administration des Affaires (INSEAD), Paris, 2009, 2011

Research/teaching specializations: Humanitarian operations and crisis management, sustainability, operations in emerging markets, global supply chains, logistics and distribution.

Overseas field experience: Colombia

Non-English language proficiency: Spanish-5, French-3

Area courses taught: 2 – Humanitarian Operations Management; Logistics and Distribution: Enterprise Operations and Planning.

Recent publications: 9 – “Humanitarian Funding in a Multi-Donor Market with Donation Uncertainty.” With A. Aflaki. *Production and Operations Management* 25:7 (2016); “Effect of Armed Conflicts on Humanitarian Operations: Total Factor Productivity and Efficiency of Rural Hospitals.” With A. Jola-Sánchez, et al. *Journal of Operations Management* (2016); “Empirically-Grounded Research in Humanitarian Operations Management: the Way Forward.” With L. Van Wassenhove. *Journal of Operations Management* (2016); “Vehicle Supply Chains in Humanitarian Operations: Decentralization, Operational Mix and Earmarked Funding.” With M. Besiou and L. Van Wassenhove. *Production and Operations Management* 23:11 (2014); “Vehicle Replacement in the International Committee of the Red Cross.” With L. Van Wassenhove. *Production and Operations Management* 22:2 (2013); “On the Use of Evidence in Humanitarian Logistics Research.” With O. Stapleton and L. Van Wassenhove. *Disasters* 37:1 (2013); “On the Use of Information in Humanitarian Operations. In *Decision Aid Models for Disaster Management and Emergencies*. Ed. B. Vitoriano, et al. Paris: Atlantis Press, 2013; “The Armenia Earthquake: Grinding Out an Effective Disaster Response in Colombia’s Coffee Region.” With L. Van Wassenhove, et al. In *Sustainability in Supply Chain Management Casebook: Applications in SCM*. Ed. S. Leon. Washington: Pearson Education. 2013.

Preston, Daniel: Clinical Associate Professor, School of Public and Environmental Affairs, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A. Univ. of Michigan, 2000; M.A. Tufts Univ., 2005

Administrative posts: Deputy Director for Global Initiatives, SPEA, 2012-15

Research/teaching specializations: International development finance, blended finance, structured finance, sovereign advisory, strategic leadership and personnel management, strategic planning, public speaking

Overseas field experience: Cuba

Non-English language proficiency: Spanish-3, French-2

Area courses taught: 4 – National and International Policy; Policy-making around the World: Comparative and International Approaches; International Development Finance; Public Policy in Cuba

Distinctions: Orville W. Powell Inspiration Award, SPEA, 2016; Outstanding Undergraduate Instruction Award, SPEA, 2013-14; Best Overseas Education Program, SPEA, 2013.

Recent publications: 1 – “Blended Finance Definitions and Concepts.” In *Making Blended Finance Work for the Sustainable Development Goals*. Ed. J. Moreira da Silva and C. Petri Gornitzka. Paris: OECD Publishing, 2018.



Pyburn, K. Anne: Provost's Professor, Anthropology, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A. Reed College, 1977; M.A., Ph.D. Univ. of Arizona, 1984, 1989

Administrative posts: Center for Archaeology in the Public Interest, Director:

Research/teaching specializations: Research ethics, women in civilization, community museums, community engaged research, agricultural sustainability.

Overseas field experience: Belize, Brazil, Colombia, Mexico, Peru

Non-English language proficiency: Spanish-3

Area courses taught: 5 – Ancient Mesoamerica; The Ancient Maya; Women in Civilization; Heritage and Human Rights; The Rise and Fall of Complex Societies.

Number of dissertations or theses supervised since 2013: 16

Distinctions: National Science Foundation (NSF), “Cultivating Cultures for Ethical STEM,” 2014-18; National Geographic Society Grant, “Southern Belize Historical Archaeology Project: Colonial States and Illicit Economies in the Bay of Honduras,” 2017-18.

Recent publications: 5 – “Learning NAGPRA and Teaching Archaeology.” With A. Sievert, et al. In *New Perspectives in Heritage Studies: Volume 2, Teaching and Practice*. Gainesville: Univ. Press of Florida, Forthcoming; *Collision or Collaboration: Archaeology Encounters Economic Development* (ed). With P. Gould. New York: Springer, 2017; “The MATRIX: An Approach to the Efficient Sharing of Professional Knowledge and Skills with a Large Audience.” With G. Smith In *Sharing Archaeology: Academe, Practice and the Public*. Ed. P. Stone and Z. Hui. New York: Routledge, 2015; “Preservation as ‘Disaster Capitalism’: The Downside of Site Rescue and the Complexity of Community Engagement.” *Public Archaeology* 13:1-3 (2014); “Activating Archaeology.” In *Transforming Archaeology: Activist Papers and Prospects*. Ed. S. Atalay, et al. Walnut Creek, CA: Left Coast Press, 2014.

Ramírez, Mario H.: CLIR Postdoctoral Fellow in Data Curation, Herman B. Wells Library

Tenure status: Non-tenure track

Time devoted to Latin American and Caribbean Studies: 100%

Education: B.A. UC Santa Cruz, 1993; M.A. UC Berkeley, 1998; M.S. Long Island Univ., C.W. Post, 2003; Ph.D. UCLA, 2017.

Research/teaching specializations: Comparative studies of human rights archives and documentation processes in El Salvador and Latin America; archival studies; information studies; critical theory and rhetoric.

Overseas field experience: El Salvador

Non-English language proficiency: Spanish-5; French-3

Recent publications: 4 – “On ‘Monstrous’ Subjects and Human Rights Documentation.” In *Emerging Trends in Archival Science*. Ed. K. Gracy. Lanham, Md.: Rowan and Littlefield, 2017; “‘To Suddenly Discover Yourself Existing’: Uncovering the Impact of Community Archives.” With M. Caswell and M. Cifor. *The American Archivist* 79:1 (2016); “The Social Justice Collaboratorium: Illuminating Research Pathways between Social Justice and Library and Information Studies.” With R. Brannon, et al. In *Perspectives on Libraries as Institutions of Human Rights and Social Justice*. Ed. by U. Gorham, et al. Emerald Group Publishing Limited, 2016; “‘Being Assumed Not to Be: A Critique of Whiteness as an Archival Imperative.’” *The American Archivist* 78:2 (2015); **Also:** “Witness to Brutality: Documenting Torture and Truth in Post-Civil War El Salvador.” *Archives without Borders/Archivos sin Fronteras* 12 (2012); “The Task of the Latino/a Archivist: On Archiving Identity and Community.” *InterActions: UCLA Journal of Education and Information Studies* 5:1 (2009).



Randolph, J. C.: Professor Emeritus, School of Public and Environmental Affairs, IUB

Tenure status: Emeritus

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A., M.A. Univ. of Texas, 1966; Ph.D. Carleton Univ.1, 1972.

Administrative posts: Center for Research in Energy and the Environment, 2008-11; Director, M.S. in Environmental Science Program, 2004-2008; Director, Ph.D. in Environmental Science Program, 2000-07; Director, Midwestern Regional Center for Global Environmental Change, 1990-2007.

Research/teaching specializations: Forest ecology, ecological aspects of global environmental change, environmental aspects of energy development and use, applications of geographic information systems (GIS) and remote sensing in environmental and natural resources management

Overseas field experience: Brazil, Costa Rica, Guatemala, Honduras, Venezuela

Distinctions: “Carbon Sequestration in Indiana Forests,” Indiana Department of Natural Resources, 2008-10;

Recent publications: 0. **Also:** “Carbon Stocks in Coffee Agroforests and Mixed Dry Tropical Forests in the Western Highlands of Guatemala.” With M. Harsh-Schmitt, et al. *Agroforest Systems* 86:2 (2012); “An Approach to Assess Relative Degradation in Dissimilar Forests: Toward a Comparative Assessment of Institutional Outcomes.” With C. Tucker, et al. *Ecology and Society* 13 (2008); “Institutions, Biophysical Factors, and History: An Integrative Analysis of Private and Communal Forests in Guatemala and Honduras.” With C. Tucker, et al. *Human Ecology* 35 (2007); “Retrieving Land-Cover Change Information from Landsat Satellite Images by Minimizing other Sources of Reflectance Variability.” With G. Green, et al. In *Seeing the Forest and the Trees: Human-Environment Interactions in Forest Ecosystems*. Ed. E. Moran and E. Ostrom: Boston, MIT Press, 2005.

Razo, Armando: Associate Professor, Political Science, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.S. MIT, 1993; M.A., M.S., Ph.D. Stanford Univ., 1996, 2011, 2013.

Administrative posts: Director of Graduate Studies, Political Science, 2015-

Research/teaching specializations: Political economy of development, informal institutions, social network analysis (formal, statistical, and experimental approaches), and Latin American politics

Overseas field experience: Mexico, Costa Rica

Non-English language proficiency: Spanish-5

Area courses taught: 12 – Authoritarian Government; Latin American Politics; Theories and Models of Collective Choice; Political Economy of Corruption; Research Methods; Intro. to Comparative Politics; Political Economy of Development; Positive Political Economy; Institutional Analysis; Quantitative Methods; Decentralization and Regulation; Networks and Institutions.

Distinctions: National Science Foundation (NSF) Award, “Interdisciplinary Training in Complex Networks and Systems,” 2017-22; National Fellow, Hoover Institute, Stanford Univ., 2012;

Recent publications: 4 – “Integration of Contextual Data: Challenges and Opportunities.” In *The Oxford Handbook of Polling and Survey Methods*. Ed. L. Atkeson and R. M. Alvarez. New York: Oxford Univ. Press, 2018; “Bringing Networks into Comparative Politics.” In *The Oxford Handbook of Political Networks*. Ed. J. Victor, et al. New York: Oxford Univ. Press, 2016; “Strategic Embeddedness and the Microfoundations of Collective Action.” *Journal of Theoretical Politics* 28:1 (2016); “Autocrats and Democrats.” In *Companion to Public Choice*, 2nd ed. Eds. M. Reksulak, et al. Northampton, MA: Edward Elgar Publishing, 2013. **Also:** Polycentric Orders and the Governance of Public Economies. *Transnational Corporations Review* 2:2 (2010); *Social Foundations of Limited Dictatorship*. Palo Alto: Stanford Univ. Press, 2008.



Risner, Jonathan: Assistant Professor, Spanish and Portuguese, IUB

Tenure status: Tenure-track

Time devoted to Latin American and Caribbean Studies: 100%

Education: B.A., M.A., Ph.D., UNC Chapel Hill, 1999, 2005, 2012

Research/teaching specializations: Latin American and Spanish cultural production (cinema, literature, painting, architecture), focusing on cinema from Latin American countries and Spain.

Overseas field experience: Argentina, Brazil, Spain

Non-English language proficiency: Spanish-5; French-3

Area courses taught: Argentine Cinema; Transnational Hispanic Cinemas; Social Media in Latin America; 20th and 21st Century Spanish American Literature; Health Care in Peru; Intro. to Film Analysis in Spanish; Hispanic Cinema: Latin American and Spanish Cinemas; Spanish America: The Cultural Context; Intro. to Hispanic Literature; Intro to the Study of Hispanic Cultures

Distinctions: IU Trustees Teaching Award, 2017; Mellon Innovating International Research, Teaching and Collaboration Innovative Curriculum Fellowship Grant, 2016.

Recent publications: 7 – *Blood Circuits: Contemporary Argentine Horror Cinema*. Albany: SUNY Press, 2018; “Taking Stock: Recent and Emerging Lines of Study in U.S.-Latina/o Cinema.” *Chiricú Latino/a Literatures, Arts, and Cultures* 1:1 (2016); “Lo continuo y lo discontinuo: las heterotopías cinematográficas y el cine de género latinoamericano contemporáneo.” *Vademécum* 177 (2016); “How I Learned to Stop Worrying and Grudgingly Accept Product Placement: Nicolás López, Chilewood and a Criteria for a Neoliberal Cinema.” *Journal of Latin American Cultural Studies* 25:4 (2016); “Un trabajo compartido: Las colaboraciones transnacionales de directores latinoamericanos.” *HeLix* 7 (2015); “¿Cholo no muerto?: El cine de zombis latino en los Estados Unidos.” In *TERRA ZOMBI: El fenómeno transnacional de los muertos vivientes*. Ed. by R. Díaz-Zambrana. San Juan: Isla Negra, 2015; “Filmic Spaces in Contemporary Latin American Gothic Horror Cinema.” *Studies in Gothic Fiction* 3:2 (2014). **Also:** “Killers on the Pampa: Gender, Cinematic Landscapes, and the Transnational Slasher in Adrián García Bogliano’s *Habitaciones para turistas* (2004) and *36 Pasos* (2006).” *Hispanet* 4 (2012); “Is it There?: Specters of the Dirty War in Contemporary Argentine Horror Cinema” *The Argentine Film*. Eds. D. Ingruber and U. Prutsch. Münster/Berlin/Vienna/Zurich: LIT Verlag, 2012.

Rogo, Rafael Lopes: Assistant Professor, Kelley School of Business, IUB

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.S., B.A. Univ. Federal de Uberlândia, 2002, 2003; M.S. Univ. de Brasília, 2005; Ph.D. Northwestern Univ., 2012

Research/teaching specializations: Foreign investment, foreign firms and disclosure in the US, earnings management, accounting

Overseas field experience: Brazil

Non-English language proficiency: Portuguese-5, Spanish-3

Area courses taught: 1 – Managerial Accounting

Distinctions: Financial Analysis, Supervision of Financial Institutions, Banco Central do Brasil, 2002-05.

Recent publications: 5 – “SEC Monitoring of Foreign Firms’ Disclosures.” With J. Naughton, et al. *Review of Accounting Studies* 89 (Forthcoming); “The Foreign Investor Bias and Its Linguistic Origins.” With R. Lundholm and N. Rahman. *Management Science* (Forthcoming); “Earnings Management and Annual Report Readability.” With K. Lo and F. Ramos. *Journal of Accounting and Economics* 63:1 (2017); “Do Analysts Forecast Too Much?” With R. Lundholm. *Financial Reporting* 1:1 (2016); “Restoring the Tower of Babel. How Foreign Firms Communicate with US Investors.” *The Accounting Review* 89:4 (2014).



Rosa, Iris: Professor Emerita, African American and African Diaspora Studies, IUB

Tenure status: Emerita

Time devoted to Latin American and Caribbean Studies: 50%

Education: B.S., Indiana Univ., Bloomington, 1973; M.S., Indiana Univ., Bloomington, 1974

Administrative posts: Director of Indiana Univ. African American Dance Company, 1974-2017

Research/teaching specializations: Choreography and teaching based on dance forms and styles from the African American and African Diaspora perspective (modern, jazz, social contemporary)

Overseas field experience: Côte d'Ivoire, Cuba, Dominican Republic, Ghana, Guyana, Mexico, Nigeria

Non-English language proficiency: Spanish-5

Area courses taught: African American Dance Company; Intro. to Black Dance Styles; Dance in the African Diaspora; Jazz Dance Movement Styles; Black Dance History.

Distinctions: IU Teaching Award, African and African Diaspora Studies, 2011; IU Office of Women's Affairs Living Legend Award, 2009; Indianapolis Arts Council Creative Arts Renewal Fellowship, 2007; Anna Award from Young Audiences of Indiana, 2006; Interdisciplinary Ventures Grant, 2006.

Recent publications/events: (2007 Feb. 9) *Nuestra Diapora: One Heart, One Beat II*, Indianapolis Art Museum, Indianapolis; (2000 April 16) *Nuestra Diaspora: One Heart, One Beat*, Madame Walker Theatre Center, Indianapolis; (2000 Nov. 13-16) Orchesis Dance Company, Florida AandM, Tallahassee.

Rosenberg, Molly: Assistant Professor, School of Public Health, IUB

Tenure status: Tenure-track

Time devoted to Latin American and Caribbean Studies: 50%

Education: B.A. Univ. of Virginia, 2004; M.A. Yale Univ., 2010; Ph.D. UNC Chapel Hill, 2014.

Research/teaching specializations: The relationship between poverty alleviation programs (i.e. microfinance, cash transfers) and health in low- and middle-income countries (with emphasis on Haiti and South Africa)

Overseas field experience: Haiti, Dominican Republic

Non-English language proficiency: Haitian Creole-3; Spanish-3

Number of dissertations or theses supervised since 2013: 1

Distinctions: David E. Bell Postdoctoral Fellow, Center for Population and Development Studies, Harvard Univ., 2014-16;

Recent publications: 17 – “Evidence for Selection Effect and Hawthorne Effect in Behavioral HIV Prevention Trial Among Young Women in Rural South Africa.” With A. Pettifor, et al. *BMJ Open* 8:1 (2018); “Sexual Behaviors and HIV Status: a Population-Based Study among Older Adults in Rural South Africa.” With F. Gómez-Olivé, et al. *Journal of AIDS* (1999) 74 (2017); “Representation of Women and Pregnant Women in HIV Research: A Limited Systematic Review.” With D. Westreich, et al. *PloS One* 8:8 (2013). (Additional 14 publications since 2013.) **Also:** “Can Money Prevent the Spread of HIV? A Review of Cash Payments for HIV Prevention.” With A. Pettifor, et al. *AIDS and Behavior* 16:7 (2012); “The Role of a Microfinance Program on HIV Risk Behavior among Haitian Women.” With B. Seavey, et al. *AIDS and Behavior* 15:5 (2011).



Rosenthal, Olimpia: Assistant Professor, Spanish and Portuguese, IUB

Tenure status: Tenure-track

Time devoted to Latin American and Caribbean Studies: 100%

Education: B.A., M.A., Ph.D., Univ. of Arizona, 2004, 2008, 2013

Research/teaching specializations: Latin American cultural studies, with a particular focus on visual and literary material from the early colonial period.

Overseas field experience: Brazil, Dominican Republic, Mexico, Peru, Spain

Non-English language proficiency: Spanish-5; Portuguese-5

Area courses taught: 7 – Theories of Hybridity and Mestizaje in Latin American Cultural Production; Intro. to the Study of Hispanic Cultures; Intro. to Hispanic Literature; Panoramas of Hispanic Literature; Spanish America: The Cultural Context; Spanish American Literature I: Colonialism through Modernism.

Number of dissertations or theses supervised since 2013: 2

Distinctions: New Frontiers in the Arts and Humanities – New Currents Award Co-recipient, 2015; Antipode Foundation Award Co-recipient, 2015.

Recent publications: 3 – “Guaman Poma and the Genealogy of Decolonial Thought.” *Journal of Commonwealth and Postcolonial Studies*. Forthcoming; “‘As órfãs d’el rei: Racialized Sex and the Politicization of Life in Manuel da Nóbrega’s Letters from Brazil.” *Journal of Lusophone Studies* 1:2 (2016); “La figura abyecta del mestizo en *El primer nueva corónica y buen gobierno*.” *Letras: Revista de Investigación de la Facultad de Letras y Ciencias Humanas* 85:121 (2014). **Also:** “O silêncio do subalterno em *Menino de engenho e Bangüê*.” *Teatro: Revista de Estudios Culturales* 25 (2012).

Royce, Anya Peterson: Chancellor’s Professor, Anthropology, IUB

Tenure status: Tenured

Time devoted to Latin American and Caribbean Studies: 100%

Education: B.A. Stanford Univ., 1968; M.A., Ph.D. UC Berkeley, 1971, 1974

Research/teaching specializations: Mexican indigenous people, heritage and global culture, local vs. state politics

Overseas field experience: Mexico, France, Hungary, Ireland, Italy, Poland, United Kingdom

Non-English language proficiency: Spanish-5; Isthmus Zapotec-4; Italian-3; French-2; German-2; Russian-2

Area courses taught: 6 – Peoples of Mexico; Indians of Mexico and Central America; Global Arts and Performance; Sensuous Knowledge; Anthropology of Dance; Chocolate: Food of the Gods.

Number of dissertations or theses supervised since 2013: 2

Distinctions: 2012-3, New Frontiers Exploratory Research Travel Grant; 2010, Honorary Doctorate, Univ. of Limerick; 2010-15, External Examiner for Masters Program in Ethnochoreology, Irish World Academy of Music and Dance; 2010, Outstanding Faculty Award, Indiana Council for Continuing Education; 2009, Invited Speaker, International Conference, “Understanding Dance,” Sponsored by Ludwik Solski State Theatre School, Krakow and the Adam Mickiewicz Univ..

Recent publications: 2 – “‘Being Curated by a Divine Force:’ The Forty-plus Year Success of the Pilobolus Dance Theater.” In *Psycho-Cultural Analysis of Folklore (in memory of Alan Dundes)*. Vol. 2. Ed. P. C. Reddy and M. S. Babu. Delhi: B.R. Publishing Company, 2018; *Prestigio y afiliación de una comunidad urbana. Juchitán, Oaxaca*. 3rd ed. Juchitán, Mexico: Colección Xhono Gui’Chi’, 2016. **Also:** *Becoming an Ancestor: The Isthmus Zapotec Way of Death*. Albany: State Univ. of New York Press, 2011; *Crónicas Culturales: Investigaciones de Campo a Largo Plazo en Antropología*. Mexico City: Universidad Iberoamericana and Centro de Investigaciones y Estudios Superiores en Antropología Social, 2011.



Sadlier, Darlene: Professor Emerita, Spanish and Portuguese, IUB

Tenure status: Emerita

Time devoted to Latin American and Caribbean Studies: 75%

Education: B.A. Kent State Univ., 1971; M.A., Ph.D. Univ. of Wisconsin, 1972, 1977.

Administrative posts: Director of the Portuguese Program, 1979-96, 2000-14; Department Chair, 1996-2000

Research/teaching specializations: Brazilian literature, culture and film; Portuguese literature and culture; Lusophone African literature

Overseas field experience: Brazil, Portugal

Non-English language proficiency: Portuguese-5; Spanish-4, French-2

Area courses taught: Brazil Imagined: 1500 to the Present; Brazilian Cinema; Prose in Portuguese; Literature of the Portuguese-Speaking World I; The African-Brazilian Experience; Luso-Brazilian Colloquium

Number of dissertations or theses supervised since 2013: 5

Distinctions: Fulbright Specialist Grant, 2016; OVPIA-Academia Brasileira de Letras Fellowship, 2015; Distinguished Faculty Award, College of Arts and Sciences, 2012-13; Best Essay on Graciliano Ramos, Brazilian Ministry of Foreign Affairs, 2009; Rockefeller Archive Fellowship, 2007; IU Trustees' Teaching Award, 2006

Recent publications: 5 – *The Lilly Library, A to Z: Intriguing Objects in a World-Class Collection*. Bloomington, Indiana Univ. Press, Forthcoming; "The Good Neighbor Films of Walt Disney." In *How to Read el Pato Pascual: Disney's Latin America and Latin America's Disney*. Ed. J. Lerner and R. Ortiz-Torres. London: Black Dog, 2017; "The Sertão on Screen: From the Silent Era to the Pernambuco Revival. *Review: Literature and Arts of the Americas* 49:1-2 (2016); *The Portuguese-Speaking Diaspora: Seven Centuries of Literature and the Arts*. Austin, Univ. of Texas Press, 2016; "João Ubaldo Ribeiro nos EUA." In *Viva o povo brasileiro e João Ubaldo Ribeiro: Antologia*. Ed. D. Tavares Lima. Salvador: Editora UFBA, 2015; **Also:** "Paixão, melodrama e ficção em Lygia Fagundes Telles." *Revista Brasileira* 4 (2015); *Americans All: Good Neighbor Cultural Diplomacy in World War II*. Austin: U of Texas Press, 2012; *Nelson Pereira dos Santos*. Revised edition. Campinas: Editora Papirus, 2012.

Scheiber, Laura, L.: Associate Professor, Anthropology, IUB

Tenure status: Tenured

Time devoted to Latin American and Caribbean Studies: 10%

Education: B.A., M.A. Univ. of Wyoming, 1990, 1993; Ph.D. Univ. of California Berkley, 2001;

Administrative Posts: Director, American Indian Research Studies Institute, 2016-; Director of Undergraduate Studies, Anthropology, 2013-16

Research/teaching specializations: High-altitude archaeology, culture contact and colonialism, hunter-gatherer identities, North American archaeology, zooarchaeology, foragers and farmers, bioarchaeology

Overseas field experience: Dominican Republic, Honduras

Non-English language proficiency: Spanish-3

Area courses taught: 4 – People and Animals: An Anthropological Perspective; Culture Contact; North American Prehistory Through Fiction; Culture Contact and Colonialism

Number of dissertations or theses supervised since 2013: 8

Distinctions: Bridge Funding for Research, "Nu-eta and Hidatsa Language Documentation," 2017-18; Plains Indian Language Revitalization Grant, 2017-18; IU Bicentennial Project Grant, 2017; Midwest Cooperative Ecosystems Studies Unit (CESU) Research Grant, 2015-16; Certified Local Government Annual Funding Grant, 2014-15; Trustees' Teaching Award, 2013, 2016; National Science Foundation Senior Research Grant, 2009-12

Recent publications: 5 – "Compositional Analysis of Intermountain Ware Pottery Manufacturing Areas in Western Wyoming, USA." With J. Finley and J. Ferguson. *Journal of Archaeological Science: Reports* 18 (2018); "Archaeology and Social Geography of Sunlight Basin, Wyoming." With A. Burt. *Univ. of Wyoming National Park Service Research Center Annual Report* 37:12 (2017); *Engineering Mountain Landscapes: An Anthropology of Social Investment*. Ed. with M. Nieves Zedeño. Salt Lake City, Univ. of Utah Press, 2015; "Paths, Places, and Positions: Exploring Rocky Mountain Landscapes as Resource, Symbol, Wilderness, and Refuge." In *Engineering Mountain Landscapes: An Anthropology of Social Investment*. Ed. L. Scheiber and M. Nieves Zedeño. Salt Lake City: Univ. of Utah Press, 2015; "Of Anomalies and Alternatives: Comment to Landscape Engineering and Organizational Complexity among Late Prehistoric Bison Hunters of the Northwestern Plains." *Current Anthropology* 55:1 (2014). (Additional 3 publications since 2013.)



Seigel, Micol: Associate Professor, American Studies, History, IUB

Tenure status: Tenured

Time devoted to Latin American and Caribbean Studies: 50%

Education: B.A. Yale Univ., 1990; Ph. D. New York Univ., 2001

Administrative posts:

Research/teaching specializations: Race in the Americas; racial theory; prisons and policing in the Americas; state violence; prison and police abolition

Overseas field experience: Brazil, Mexico

Non-English language proficiency: Portuguese-4, Spanish-3, French-3

Area courses taught: 5 – The American Prison in Global Context; Transnational Americas; Race in the Global City; The Image of America in the World; Race in Latin America

Number of dissertations or theses supervised since 2013: 6

Distinctions: Fulbright Distinguished Chair in International Relations, Univ. de São Paulo, 2018-19; Fellow, Charles Warren Center for Studies in American History, Harvard Univ., 2017-18; Fellow, United States Study Centre, Sydney (Australia), 2014; Lora Romero First Book Prize (Finalist Mention), American Studies Association, 2010; IU Trustees Teaching Award, 2010.

Recent publications: 8 – *Violence Work: State Power and the Limits of Police*. Durham: Duke Univ. Press, 2018; “Violence Work: Policing and Power.” *Race and Class* 59:4 (2018); “The Dilemma of Racial Profiling: An Abolitionist History.” *Contemporary Justice Review* 20:3 (2017); “Sabina’s Oranges: The Colors of Cultural Politics in Rio de Janeiro, 1889-1930.” With T. de Melo Gomes. In *Latin American Cultural Studies: A Reader*. Ed. J. Andermann, et al. New York: Routledge, 2017; “Nelson Rockefeller in Latin America: Global Currents of U.S. Prison Growth.” *Comparative American Studies* 13:3 (2015); “Objects of Police History.” *Journal of American History* 102:1 (2015); “Hypothecation: Debt Bondage for the Neoliberal Age.” *Transition* 114 (2014). (Additional 1 publications since 2013.)

Selka, Stephen: Associate Professor, Religious Studies, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Florida Atlantic Univ., 1994; Ph.D., State Univ. of New York, Albany, 2003

Research/teaching specializations: Religion, the body and the self; Travel, tourism and cultural heritage; Morality and moral practice; Brazil, Latin America, and the Caribbean

Overseas field experience: Brazil

Non-English language proficiency: Portuguese-4, French-2, Spanish-2

Area courses taught: 8 – Afro-Brazilian Identity; African and African Diasporic Protest Strategies; Global Tourism; Religion and Race in Brazil; African Diaspora Religions; Religion, Spirituality, and Atheism; Race, Religion, and Empire in the Americas; Spirit Possession and Exorcism.

Number of dissertations or theses supervised since 2013: 1

Distinctions: College of the Arts and Humanities Research Grant, 2014; Office of the Vice Provost for Research Leave Supplement, 2011; Fulbright CIES Grant (Brazil), 2011.

Recent publications: 6 – “African Diaspora Religions in Latin America Today.” In *The Cambridge History of Religions in Latin America*. Ed. V. Garrard-Burnett and P. Freston. Cambridge, UK: Cambridge Univ. Press, 2016; “Our Lady of the Good Death: Afro-Catholic Festivals as Cultural Heritage in Brazil.” *Les Carnets du Lahic* 11 (2015); “Demons and Money: Possessions in Brazilian Pentecostalism.” In *Spirited Things: The Work of “Possession” in Black Atlantic Religions*. Ed. P. Johnson. Chicago: Univ. of Chicago Press, 2014; “Black Catholicism in Brazil.” *Journal of Africana Religions* 2:2 (2014); “Cityscapes and Contact Zones: Christianity, Candomblé, and African Heritage in Brazil. *Religion* 43:3 (2013); “New Religious Movements in Brazil. *Novo Religio: The Journal of New and Emergent Religions* 16:4 (2013).



Sernau, Scott: Professor, Sociology and Anthropology, IU South Bend

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.S. Univ. of Wisconsin, Green Bay, 1979; M.A. Bethel College, 1986; Ph.D. Cornell Univ., 1991

Administrative Posts: Director of International Programs, IUSB, 2006-13; Chair, Sociology and Anthropology, IUSB, 2002-05

Research/teaching specializations: Sustainable community development, urban sociology, international development and globalization, mobility and stratification, race and ethnic relations, sociology of the family, sociology of education, service learning, global education.

Overseas field experience: Costa Rica, Mexico

Non-English language proficiency: Spanish-3, French-2

Area courses taught: 4 – Sustainable Development in Costa Rica; World Societies and Cultures: Mexico; Globalization; Culture and Society; Global Studies

Distinctions: Elden Lundquist Faculty Fellow, IUSB, 2016; IU Trustees Teaching Award, 2007, 2014

Recent publications: 2 – *Social Inequality in a Global Age*. 5th ed. Thousand Oaks, CA: Sage Publications, 2016; “Effective Use of Short Video in Interactive Classes.” In *Quick Hits for Teaching with Technology*. Ed. K. Olivares and R. Morgan. Bloomington: Indiana Univ. Press, 2013. **Also:** *Global Problems: Seeking Equity, Peace, and Sustainability*. 3rd ed. Boston: Pearson, 2012; “Worlds Coming Apart and Coming Together.” In *Perspectives on International Business*. Ed. B. Johnson and J. Johnson. Fishers, IN: Precedent Press, 2011.

Shah, Kalim U.: Assistant Professor, School of Public and Environmental Affairs, IU Northwest

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.Sc., Ms.C. Univ. of the West Indies, 1998, 2000; Ph.D. George Mason Univ., 2007

Research/teaching specializations: Environmental conservation; international and transnational policy; West Indies; corporate social responsibility

Overseas field experience: Trinidad and Tobago;

Non-English language proficiency: Spanish-2

Area courses taught: 7 – Environmental Policy Analysis; Environmental Planning; Environmental Law; Introduction to Environmental Science; Sustainability Management, Statistical Methods; Management Science

Distinctions: Commonwealth Assoc. for Public Administration and Management, Case Study Development Award, 2011; Young Researchers in Corporate Social Responsibility Award, IADB, 2009.

Recent publications: 10 – “Energy policy in the Caribbean green economy and the Institutional Analysis and Design (IAD) framework as a proposed tool for its development.” With K. Niles. *Energy Policy* 98 (2016); “Filling the gaps: policy supports and interventions for scaling up renewable energy development in small island developing states.” With G. Timilsina. *Energy Policy* 98 (2016); “Energy policy, aid, and the development of renewable energy sources in small island developing states.” With M. Dornan. *Energy Policy* 98 (2016); “Aligning corporate social responsibility with green economy development pathways in developing countries.” With S. Arjoon and M. Rambocas. *Sustainable Development* 24:4 (2016); “Household capacity to adapt to climate change and implications for food security in Trinidad and Tobago.” With H. Dulal. *Regional Environmental Change* 15:7 (2015); “Through thick and thin? How self-determination drives the corporate sustainability initiatives of multinational subsidiaries.” With S. Arjoon. *Business Strategy and the Environment* 24:6 (2015); “Choice and control of international joint venture partners to improve corporate environmental performance.” *Journal of Cleaner Production* 89 (2015); “‘Climate-smart’ social protection: Can it be achieved without a targeted household approach?” With H. Dulal. *Environmental Development* 10 (2014); “Developing biofuels industry in small economies: Policy experiences and lessons from the Caribbean Basin Initiative.” With G. Philippidis, et al. *Mitigation and Adaptation Strategies for Global Change* 19:2 (2014); “Self-determination of corporate sustainability initiatives in multinational subsidiaries.” *Academy of Management Proceedings* 1 (2014); “Understanding livelihood vulnerability to climate change: Applying the livelihood vulnerability index in Trinidad and Tobago.” With J. Rivera. *Policy Sciences* 46:1 (2013).



Shukla, Pravina: Professor, Folklore and Ethnomusicology, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 30%

Education: B.A., Univ. of California, Berkeley, 1992; M.A., Ph.D., Univ. of California, Los Angeles, 1994, 1998.

Administrative Posts: Director of Graduate Studies, Folklore and Ethnomusicology

Research/teaching specializations: Folk art and material culture; body art; dress and costume; museum studies; food art and culture, Brazil

Overseas field experience: Brazil

Non-English language proficiency: Portuguese-5

Area courses taught: 5 – Folk Art; World Arts and Cultures; Fieldwork in Folklore; Body Art: Dress and Adornment; Food: Art and Culture.

Number of dissertations or theses supervised since 2013: 11

Distinctions: IU Trustees Teaching Award, 2002, 2007, 2010, 2016; College of Arts and Humanities Institute Travel and Research Grant, 2014.

Recent publications: 4 – *Sacred Art: Catholic Saints and Candomblé Gods in Modern Brazil*. With H. Glassie. Bloomington: Indiana Univ. Press, 2017; *Costume: Performing Identities through Dress*. Bloomington: Indiana Univ. Press, 2015; “The Future of Dress Scholarship: Sartorial Autobiographies and the Social History of Clothes.” *Dress: The Annual Journal of the Costume Society of America* 41:1 (2015); “Carnival Costume in Brazil.” In *Berg Encyclopedia of World Dress and Fashion, Volume 2 – Latin America and the Caribbean*. Ed. J. Eicher. Oxford: Berg Fashion Library, 2013.

Siqueira, Andrea: Lecturer, International Studies, IUB

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A., Catholic Univ, Univ. of São Paulo, Brazil, 1984; M.A., Ph.D., Indiana Univ., 1994, 1997.

Research/teaching specializations: Economic and environmental anthropology, gender, Amazon, Brazil

Overseas field experience: Brazil

Non-English language proficiency: Portuguese-5, Spanish-3, French-3

Area courses taught: 5 – Global Health Connections; Human Rights and International Law; Racial Identity and Representation in Brazil; Women’s Rights and Health; Global Health and Environment

Recent publications: 3 – *Conflitos socio-ambientais: o caso do Parque Nacional dos Lençóis*. Ed. with B. Souza and P. Andrade. São Luis, Brazil: Editora UMFA, 2017; “Mudanças e continuidades: economia florestal, serviços urbanos e unidades domésticas no estuário Amazônico.” With E. Brondizio. *Revista de Ciências Sociais* 11:22 (2014); “Apresentação: Transformações Econômicas, Socioambientais e Territoriais no Brasil: Reflexões sobre governança e modalidades de intervenção estatal.” With B. Souza and P. Andrade. *Revista de Ciências Sociais* 11:22 (2014). **Also:** “Forest Resources, City Services: Globalization, Household Networks and Urbanization in the Amazon Estuary.” With E. Brondizio and N. Vogt. In *The Social Life of Forests*. Eds. S. Hetch, et al. Chicago: Univ. of Chicago Press, 2012; “Açaí, *Euterpe oleracea* mart.: Contexto Histórico e Cultural.” With E. Brondizio. *Dicionário Culturas e Modelos Alimentares- Mundo Lusofônico*. Ed. by J. Poulain, et al. Paris: Presses Universitaires de France, 2012; “Local Food Preference and Global Markets: Perspectives on Açaí Fruit as Terroir and a Geographic Indicator Product.” With E. Brondizio. *Appetite* 56:2 (2011); “The Várzea: Old challenges and new demands for integrated research in the coming decade.” With E. Brondizio, et al. *Development and Conservation of the Amazonian Floodplains: The Decade Past and the Decade Ahead*. Eds. M. Pinedo-Vasquez, et al. New York: Springer-Verlag Press, 2011.



Snodgrass, Michael: Associate Professor, History, IUPUI

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of Iowa, 1987; M.A., Ph.D. Univ. of Texas at Austin, 1993, 1998

Administrative Posts: Director, Global and International Studies Program, IUPUI, 2011-

Research/teaching specializations: History of emigration and return migration in 20th century Mexico; history of industrial relations and union movements in Mexico, with emphasis on city of Monterrey.

Overseas field experience: Mexico, Spain

Non-English language proficiency: Spanish-5

Area courses taught: Latin America: Conquest and Empire; Latin America: Evolution and Revolution; Modern Mexico; US-Latin American Relations; Latinos in the USA; Comparative Native American History

Number of dissertations or theses supervised since 2013: 2

Distinctions: Erasmus Mundus Scholars Programme, European Commission, 2014; New Frontiers in the Arts and Humanities, OVPR, 2014; Fulbright Faculty Research Fellowship (Mexico), 2007.

Recent publications: 3 – “La Libertad de Protestar: Sección 67 y la historia del sindicalismo ‘rojo’ en Monterrey.” In *Entre montañas y sierras: Resistencia y organización laboral en Monterrey en el siglo XX*. Ed. L. Palacios. (Monterrey: Univ. Autónoma de Nuevo León, 2017); “The Golden Age of Charrismo: Workers, Braceros, and the Political Machinery of Post-Revolutionary Mexico.” In *La Dictablanda: Politics, Work, and Culture in Mexico, 1949-1968*. Ed. P. Gillingham and B. Smith. Durham: Duke Univ. Press, 2014; “Braceros, narrativas de la inmigración, y la historia descuidada del trabajo agrícola en los Estados Unidos.” *Istor: Revista de Historia Internacional* 11 (2013). **Also:** “The Bracero Program, 1942-1964.” In *Beyond the Border: The History of Mexican-U.S. Migration*. Ed. M. Overmyer-Velásquez. New York: Oxford Univ. Press, 2011; “Patronage and Progress: The Bracero Program from the Perspective of Mexico.” In *Workers Across the Americas: The Transnational Turn in Labor History*. Ed. L. Fink. New York: Oxford Univ. Press, 2011.

Soto-Rojas, Armando: Associate Professor, School of Dentistry, IUPUI

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 75%

Education: B.S. Univ. Intercontinental Mexico City, 1981; M.S. King’s College, 1990

Administrative posts: Director, SEAL Indiana Program, 2007-; Director, Office of Civic Engagement, 2007-

Research/teaching specializations: dental sealants, effects of fluoridation on children, Latino and Latin American dental health; community dentistry; service learning

Overseas field experience: Mexico

Non-English language proficiency: Spanish-5

Area courses taught: 2 – Dental Public Health; Community Dentistry;

Number of dissertations or theses supervised since 2013: 3

Distinctions: Delta Dental Foundation Grant, “SEAL Indiana,” 2013-17

Recent publications: 6 – “Midwestern Latino caregivers' knowledge, attitudes and sense making of the oral health etiology, prevention and barriers that inhibit their children's oral health: a CBPR approach.” With K. Walker, et al. *BMC Oral Health* 17:1 (2017); “Effect of Multiple and Single Emission Peak Light Emitting Diode Light Curing Units on the Degree of Conversion and Microhardness of Resin-Based Pit and Fissure Sealant.” With S. Alqahtani, et al. *EC Dental Science* 14:3 (2017); “Fluoride in the diet of 2-years-old children.” With E. A. Martinez-Mier, et al. *Community Dental Oral Epidemiology* 45 (2017); Relationship between enamel fluorosis severity and fluoride content. With E. A. Martinez-Mier, et al. *Journal of Dentistry* 46 (2016); “Monitoring of Sound and Carious Surfaces under Sealants over 44 Months.” With M. Fontana, et al. *Journal of Dental Research* 93:11 (2014); “Fluoride content of infant foods.” With J. Steele, et al. *General Dentistry* 62:2 (2013).



Sterling, Marvin: Associate Professor, Anthropology, IUB

Tenure Status: Tenured

Time Devoted To Latin American/Caribbean Studies: 50%

Education: B.S. New York Univ., 1991; M.A., Ph.D. Univ. of California, Los Angeles, 1996, 2002

Administrative posts: Associate Director, Center for Research on Race and Ethnicity in Society, 2014-16

Research/teaching specializations: African Diaspora; race; Caribbean; globalization theory; performances studies; human rights; multi-sited ethnography; transnationalism; social identity

Overseas field experience: Jamaica

Non-English language proficiency: Jamaican Patois-5, Spanish-3

Area courses taught: 10 – Chanting Down Babylon: Protest and Popular Culture in the Afro-Caribbean; Global Black Music and Identity; Social and Cultural Anthropology; Anthropology of Human Rights; Anthropology of Race; Body, Power and Performance; Fiction Writing and Cultural Anthropology; Global Jazz, Reggae, and Hip Hop; Social and Cultural Anthropology; World Fiction and Cultural Anthropology

Number of dissertations or theses supervised since 2013: 7

Distinctions: National Science Foundation (NSF), “A Postcolonial Regime Analysis of Human Rights Discourse in Jamaica,” 2015; Mellon Innovating Research, Teaching, and Collaboration Short Term Fellowship, 2015.

Recent Publications: 2 – “Between National Subjectivity and Global Artistry: Ethnography, Afro-Asia, and Jamaican Music in Japan.” *Popular Music and Society* 39:3 (2016); “Race, Ethnicity and Affective Community in Japanese Rastafari.” In *Traveling Texts and the Work of Afro-Japanese Cultural Production: Two Haiku and a Microphone*. Ed. N. Cornyetz and W. Bridges IV. Lanham, MD: Lexington Books, 2015. **Also:** “Raggamuffin Inna Tokyo City: Representing Gender, Class and Race in Japanese Dancehall Culture.” In *Global Reggae*. Ed. C. Cooper. Kingston: Univ. of the West Indies Press, 2012; “Toward an Analysis of Global Blackness: Race, Representation, and Jamaican Popular Culture in Japan.” In *Racial Representation in Asia*. Y. Takezawa, Editor. Kyoto, Melbourne: Kyoto Univ. Press and Trans Pacific Press, 2011.

Suslak, Daniel: Associate Professor, Anthropology, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Reed College, 1993; MA, Ph.D. Univ. of Chicago, 1996, 2005

Administrative Posts: Director of Undergraduate Studies, Anthropology, 2016-; MLCP Coordinator, 2010-14

Research/teaching specializations: Mesoamerican languages and cultures; indigenous youth and indigeneity; linguistic change, morphosyntactic typology, ethnopoetics

Overseas field experience: Mexico

Non-English language proficiency: Spanish-4, Mixe-3, French-2, Aymara-1

Area courses taught: 4 – Language and Culture; Mesoamerican Languages; Peoples of Mexico; Heritage and Cultural Diversity in Oaxaca

Number of dissertations or theses supervised since 2013: 4

Distinctions: NEH-DEL Grant, “Community Directed Audio-Visual Documentation of Ayook and Development of an Online Ayöök Language Portal,” 2014-16; NSF-RAPID Grant, “A Critical Audiovisual Documentation of Endangered Ayöök Maize Cultivation Practices and Language with Dual Linguistics and Genetics Applications, 2012-13; IU Trustees’ Teaching Award, 2009.

Recent publications: 3 – “Language Revival.” In *Oxford Bibliographies in Anthropology*. Ed. J. Jackson Jr. New York: Oxford Univ. Press, 2018; “Ayapanec.” *International Journal of American Linguistics* 83:51 (2017); “Borges’ Library: Latin America, Language, and the World.” With P. Faudree. In *Global Latin America*. Eds. M. Gutmann and J. Lesser. Berkeley: Univ. of California Press, 2016. **Also:** “Ayapan Echoes: Linguistic Persistence and Loss in Tabasco, Mexico.” *American Anthropologist* 113:4 (2011); “Battered Spanish, Eloquent Mixe: Form and Function of Mixe Difrasismos.” *Anthropological Linguistics* 52:1 (2010).



Tezanos-Pinto, Rosa: Associate Professor, World Languages and Cultures, IUPUI

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A., M.A., Ph.D. Univ. of Miami, 1978, 1994, 2003

Administrative posts: Director, Program in Spanish, 2014-

Research/teaching specializations: National narratives, testimonial discourses in Hispanic America, 20th century Hispanic American women's writing, post-Boom writing.

Overseas field experience: Mexico

Non-English language proficiency Spanish-5

Area courses taught: 9 – Capstone Internship in Spanish; Capstone Seminar in Spanish; Intro. to Hispanic Literature; Topics in Contemporary Spanish American Literature; Studies in Latin American Culture; Latin American Culture and Civilization; Spanish-American Literature; Studies in Latino and Spanish-American Culture; Women and Hispanic Literature.

Distinctions: Member, Academia Norteamericana de la Lengua Española, 2017; Corresponding Member, Real Academia Española, 2017; Certificate of Appreciation, NAACP of Greater Indianapolis, 2017; IFLTA Teacher of the Year for Indiana, 2014, 2016; Member, Academia Mexicana para la Educación y Investigación en Ciencias, Artes y Humanidades, 2015; IU Trustees Teaching Award, 2010, 2013, 2015; Teacher of the Year for Indiana, American Association for Teachers of Spanish and Portuguese, 2013, 2014.

Recent publications: 4 – *Presencia hispana y el español en los Estados Unidos: unidad en diversidad* (ed.). New York: Academia Norteamericana de la Lengua Española, 2017; *La mujer en la literatura del mundo hispánico, vol. IX* (ed.). With J. Arancibia. Buenos Aires: Instituto Literario y Cultural Hispánico, 2016; *En el jardín de los vientos. Obra poética de Luis Alberto Ambroggio, 1974-2014* (ed.). With C. Paldao. New York: Academia Norteamericana de la Lengua Española, 2014. "Derechos Humanos e Literatura" (ed.). With . M. Medeiros-Lechem. Special edition of *Confluencia* 29:1 (2013).

Tezil, David: Associate Instructor of Haitian Creole, CLACS, IUB

Tenure status: Non-tenure track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. M.A., Florida Atlantic Univ., 2007, 2009

Research/teaching specializations: Minority and Contact Languages, sociolinguistics, African languages, Caribbean pidgins and creoles, French linguistics

Overseas field experience: Haiti

Non-English language proficiency: Haitian Creole-5, French-5

Area courses taught: Elementary Haitian Creole; Intermediate Haitian Creole; Latin American and Caribbean Languages



Valdman, Albert: Rudy Professor Emeritus, Linguistics, French and Italian, IUB

Tenure status: Emeritus

Time devoted to Latin American/Caribbean Studies: 75%

Education: A.B. Univ. of Pennsylvania, 1953; M.A., Ph.D., Cornell Univ., 1955, 1960

Administrative Posts: Director, Creole Institute, 1975-; Director, Beginning French Program, 1978-2004.

Research/teaching specializations: Lexicography; pidgins and creoles; French outside of France; applied French linguistics; language acquisition

Overseas field experience: Barbados, Brazil, Chile, France, Guadeloupe, Haiti, Martinique, St. Lucia, St. Thomas, Trinidad and Tobago.

Non-English language proficiency: French-5, Haitian Creole-4, Spanish-3

Area courses taught: 5 – Lexicography; Pidgins and Creoles; French Outside of France; Applied French Linguistics; Language Acquisition.

Number of dissertations or theses supervised since 2013: 2

Distinctions: National Endowment for the Humanities (NEH) Grant, “Differential, Historical, and Etymological Dictionary of Louisiana French, 2016-18; Lifetime Achievement Award, Society for Pidgin and Creole Linguistics, 2012; Médaille d’or du mérite francophone, Renaissance Française, 2012; Lifetime Achievement Award of Excellence, Haitian Studies Association, 2009; Mellon Emeritus Fellowship, 2007; National Science Foundation (NSF), “Sociolinguistic Research on Haitian Creole,” 2007-10

Recent publications: 8 – *English-Haitian Creole Bilingual Dictionary*. With M. Moody and T. Davies. Bloomington: iUniverse, 2017; *Haitian Creole: Structure, Variation, Status, Origin*. Bristol, CT: Equinox Publishing, 2015; “Du français colonial aux parlers créoles.” In *Du français aux créoles: Phonétique, lexicologie et dialectologie antillaises*. Ed. A. Thibault. Paris: Classiques Garnier, 2015; “L’Akademi Kreyòl Ayisyen et la standardisation du créole haïtien.” *Etudes Créoles* 33:1 (2015); “On the influence of the standard norm of Haitian Creole on the Cap Haïtien dialect. Evidence from sociolinguistic variation in the third person singular pronoun.” With A. Villeneuve and J. Siegel. *Journal of Pidgin and Creole Languages* 30:1 (2015); “Morphophonological Variation in Haitian Creole: The Case of 3SG.” With A. Villeneuve and J. Siegel. *University of Pennsylvania Working Papers in Linguistics* 19:2 (2013). Additional 2 publications since 2013.

Vieira, Estela: Associate Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 90%

Education: B.A., M.A., Univ. of Virginia 1997; 2001; Ph.D. Yale Univ., 2006.

Research/teaching specializations: Portuguese and Brazilian literature, Nineteenth-century realist narrative, Women in Iberian film, Lusophone studies

Overseas field experience: Brazil, Portugal

Non-English language proficiency: Portuguese-5, Spanish-4

Area courses taught: 7 – Global Portuguese: Arts and Culture; Poetry in Portuguese; Theater in Portuguese; Literatures of the Portuguese-Speaking World; Women Writing in Portuguese; Literature and Film in Portuguese; Prose in Portuguese.

Number of dissertations or theses supervised since 2013: 10

Distinctions: College Arts and Humanities Institute Grant, 2014, 2015, 2017; Research Program Grant, Academia Brasileira de Letras, 2016; OVPIA Study Abroad Development Grant, 2016.

Recent publications: 7 – “Cinematic Walls: Pedro Costa’s Mural Imagination.” *Journal of Lusophone Studies* 2:1 (2017); “The Art of Stealing: Eça de Queirós and Kleptomania.” *Revista de Estudos Literários* 6 (2016); “Discourse and Disaster: A Universal History of Lisbon’s 1755 Earthquake.” *Portuguese Literary and Cultural Studies* 29 (2016); “National Cinema and Intertextuality in Alejandro Amenábar: From Hollywood to Julio Cortázar.” *Bulletin of Spanish Studies* 91:8 (2014); *Interiors and Narrative: The Spatial Poetics of Machado de Assis, Eça de Queirós, and Leopoldo Alas*. Lewisburg, PA: Bucknell Univ. Press, 2013; “Literary Abodes: Machado de Assis on Interiors.” *Portuguese Literary and Cultural Studies* 23/24 (2013); “Politics and the Aesthetics of Absence in Margarida Cardoso’s Cinematic Work.” *Hispanic Research Journal* 14:1 (2013).



Vila-Belda, Reyes: Associate Professor, Spanish and Portuguese, IUB.

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A. Univ. de Navarra, 1977; M.L.I.S. Univ. of Southern California, 1982; M.A., Ph.D. Indiana Univ., 1996, 2002.

Administrative posts: Resident Director, Wisconsin-Indiana-Purdue Program, Univ. Complutense de Madrid, 2010-11, 2013-14

Research/teaching specializations: Spanish 20th and 21st-century poetry; Spanish censorship; women literature; literature of the Spanish Civil War

Non-English language proficiency: Spanish-5

Selected area courses: 2 – Introduction to Hispanic Literature; Hispanic Poetry

Number of dissertations or theses supervised since 2013: 5

Distinctions: College Arts and Humanities Institute Research Grant, 2017; OVPR Research Grant, 2016; IU Trustees Teaching Award, 2009

Recent publications: 8 – *Gloria Fuertes: poesía contra el silencio. Literatura, censura y mercado editorial (1954-1962)*. Madrid: Iberoamericana-Veruvert, 2017; “La contradictoria recepción de la obra de Gloria Fuertes.” *Prosemas. Revista de Estudios Poéticos* 3 (2017); “‘Haciéndome de paz, / hartándome de guerra’: de la guerra civil al pacifismo en la poesía de Gloria Fuertes.” *Revista El Cobaya* 39:1 (2017); “The Last Battle: Fuertes and the Politics of Emotion in Her Late Civil War Poems.” *Spanish Women Writers and Spain’s Civil War*. Eds. M. Bieder and R. Johnson. London: Routledge, 2017; “Realidad y ficción en ‘Perico Lija’ de Antonio Machado.” *Fabriques de Vérité(s). L’oeuvre au miroir de la vérité*. Eds. D. Thion Soriano-Mollá, et al. Paris: L’Hartman, 2016; “Del inventor al científico: Literatura y divulgación en la Edad de Plata.” In *Miradas de progreso. Reflejos de la Modernidad en la otra Edad de Plata (1898-1936)*. Eds. M. del Mar Mañas Martínez and B. Regueiro. Madrid: Ediciones del Orto, 2015; “‘Entre la oficina y la noche’: identidad, escritura y prestigio literario en Gil de Biedma.” *Anales de la Literatura Española Contemporánea* 39:1 (2014); “Una nueva aproximación al canon en *Al margen de los clásicos* de Azorín.” *Azorín. Los clásicos redivivos y los universales renovados*. Ed. P. Peyraga. Alicante: Instituto Juan Gil-Albert, 2014.

Vitzthum, Virginia J.: Professor: Anthropology, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.S/B.A. Queens College, 1977; M.A., Ph.D. Univ. of Michigan, 1980, 1986

Administrative posts: Senior Research Scientist, Kinsey Institute, IU, 2008-

Research/teaching specializations: Evolutionary theory (life history theory, reproductive ecology), variation in human female reproduction, contraceptive technology, women’s and children’s health.

Overseas field experience: Bolivia, Peru

Area courses taught: 1 – Human Dilemmas

Distinctions: National Science Foundation (NSF), “Testing Genotype-Hormone Associations in Circumpolar Ancestral and Descendant Population, 2012-13; Fellow, American Association for the Advancement of Science, 2011; Senior Fulbright Fellow, Leipzig, 2007-08.

Recent publications: 5 – “Factors Influencing the Use of Biomedical Health Care by Rural Bolivian Anemic Women: Structural Barriers, Reproductive Status, Gender Roles, and Concepts of Anemia.” With B. Bedwell, et al. *PLOS One* 12:1 (2017); “Variance in Mood Symptoms across Menstrual Cycles: Implications for Premenstrual Dysphoric Disorder.” With T. K. Ahrold Lorenz and A. Gesselman. *Women’s Reproductive Health* 4:2 (2017); “Links between breast cancer and birth weight: an empirical test of the hypothesized association between size at birth and premenopausal adult progesterone concentrations.” With K. Milich, et al. *Hormones and Cancer* 6:4 (2015); “Presence of young children at home may moderate hot flashes during the menopausal transition.” With T. K. Ahrold Lorenz and B. McGregor. *Menopause* 22:4 (2014); “Fifty Fertile Years: Anthropologists’ Studies of Reproduction in High Altitude Natives.” *American Journal of Human Biology* 25:2 (2013).



Vogt, Wendy Alexandra: Assistant Professor, Anthropology, IUPUI

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A. Univ. of California, Berkley, 2001; M.A., Ph.D. Univ. of Arizona, 2006, 2012

Research/teaching specializations: Migration, violence, transnational feminisms, borders and transit spaces, race and gender, political economy, engaged anthropology, Mexico

Overseas field experience: Mexico

Non-English language proficiency: Spanish-4

Area courses taught: 8 – Anthropology of Global Migration; Gender in Cross-Cultural Perspective; Race and Ethnic Identity; History of Anthropological Thought; Field Methods in Ethnography; Survey of Applied Anthropology; Introduction to Cultural Anthropology; Introduction to Global and International Studies

Distinctions: IUPUI Arts and Humanities (IAHI) Grant, 2017; UC Press International Competition in Public Anthropology, 2016; EMPOWER Grant, 2013-14; Fulbright-Hays Doctoral Dissertation Research Award, 2008-09; National Science Foundation DDIG, 2008-09; P.E.O. Scholars Award, 2009.

Recent publications: 6 – “The Arterial Border: Negotiating Economies of Risk and Violence in Mexico’s Security Regime,” *International Journal of Migration and Border Studies* 3:2-3 (2017); “Stuck in the Middle with You: The Intimate Labours of Mobility and Smuggling along Mexico’s Migrant Route.” *Geopolitics* 21:2 (2016); “The War on Drugs is a War on Migrants.” *Landscapes of Violence* 3:1 (2015); “Homeland Heroes: Migrants and Soldiers in the Neoliberal Era.” With N. Brigden. *Antipode* 47:22 (2015); “Crossing Mexico: Structural Violence and the Commodification of Undocumented Central American Migrants.” *American Ethnologist* 40:4 (2013); “In Security and Safety: Perspectives from a Mexican Migrant Shelter.” *Anthropology News* 54:7-8 (2013).

Wagschal, Steven: Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 20%

Education: B.A. Concordia Univ., 1991; M.A., M.Phil., Ph.D. Columbia Univ., 1992, 1995, 1999

Administrative posts: Chair, Spanish and Portuguese, 2012-15, 2016-; Director of Graduate Studies, Spanish and Portuguese, 2006-10

Research/teaching specializations: Early modern and Golden Age Hispanic literature in Spain and New World

Overseas field experience: Mexico, Spain

Non-English language proficiency: : Spanish-4, French-4, Portuguese-1

Area courses taught: 4 – Hispanic Poetry: The Lyrical, the Social and the Aesthetic; Introduction to Hispanic Literature; Hispanic World I

Number of dissertations or theses supervised since 2013: 4

Distinctions: ASPP Publication Grant, 2017; Institute for Advanced Study Collaborative Fellowship Award, 2016; Faculty Exchange Program, Univ. de Sevilla, 2015.

Recent publications: 8 – *Minding Animals in the Old and New Worlds*. Toronto: Univ. of Toronto Press, 2018; *Beyond Sight: Smell, Taste, Touch and Hearing in Iberian Literatures and Cultures, 1200-1750* (ed.). With R. Giles. Toronto: Univ. of Toronto Press, 2018; “The Aesthetics of Disgust in Cervantes and Zayas.” In *Beyond Sight: Smell, Taste, Touch and Hearing in Iberian Literatures and Cultures, 1200-1750*. Eds. R. Giles and S. Wagschal. Toronto: Univ. of Toronto Press, 2018; “Cervantes’ *El casamiento engañoso* and the Failure of Theory of Mind: The Machiavellian Abilities of Campuzano and Estefanía.” In *Self, Other, and Context in Early Modern Spain*. Eds. I. Jaén, et al. Newark, DE: Juan de la Cuesta Hispanic Monographs, 2017; “Smell in the *Comedia*, Smellin’ the *Comedia*.” In *Making Sense of the Senses. Essays in Comedia Criticism*. Eds. B. Gasior and Y. Gamboa. Newark, DE: Juan de la Cuesta Hispanic Monographs, 2017; “Contemporary Cinematic Tragedy and the ‘Silver Lining’ Genre.” With S. Shapshay. *British Journal of Aesthetics* 54.2 (2014); “*Don Quixote*, the Skeptical Reader and the Nature of Reality.” In *Cervantes in Perspective*. Ed. J. Domínguez. Madrid: Iberoamericana-Vervuert, 2013; “Reading Cervantes, or Shelton, or Phillips: The Source(s) of Cardenio and Double Falsehood.” With G. Taylor. In *The Creation and Re-creation of Cardenio: Performing Shakespeare, Transforming Cervantes*. Eds. T. Bourus and G. Taylor. New York: Palgrave Macmillan, 2013.



Wasserman, Michael: Assistant Professor, Anthropology, IUB

Tenure status: Tenure-track

Time devoted to Latin American/Caribbean Studies: 50%

Education: B.A., B.S. Univ. of Florida, 2002; Ph.D. Univ. of California, Berkeley 2011

Administrative posts:

Research/teaching specializations: Primate ecology and evolution; environmental endocrinology; nutritional anthropology; evolutionary medicine; conservation biology; reproductive ecology

Overseas field experience: Colombia, Costa Rica, Panama

Non-English language proficiency: Spanish-2

Area courses taught: 3 – Evolution of the Human Ecological Footprint; EcoHealth in the Anthropocene; Global Climate Change: Linking Planetary & Human Health

Number of dissertations or theses supervised since 2013: 2

Distinctions: Innovation Fellowship, St. Edward's Univ., 2014; Malcolm Ramsey Memorial Award, Comaprative Nutrition Society, 2010.

Recent publications: 8 – “Causes and consequences of changing group sizes in a primate community over 15+ years.” With J. Gogarten, et al. *Biotropica* 47 (2015); “Increasing group size alters behavior of a folivorous primate.” J. Gogarten, et al. *International Journal of Primatology* 35 (2014); “The roles of phytoestrogens in primate ecology and evolution.” With K. Milton and C. Chapman. *International Journal of Primatology* 34 (2013); “Physiological and behavioral effects of capture darting on red colobus (*Procolobus rufomitratu*s) with a comparison to chimpanzee (*Pan troglodytes*) predation.” With C. Chapman, et al. *International Journal of Primatology* 34 (2013); “Emergent group level navigation: an agent-based evaluation of movement patterns in a folivorous primate.” With T. Bonnell, et al. *PLOS ONE* 8 (2013); “Are primates ecosystem engineers?” With C. Chapman, et al. *International Journal of Primatology* 34 (2013); “Primates in fragments 10 years later: Once and future goals.” With L. Marsh, et al. In *Primates in Fragments: Complexity and Resilience*. Eds. L. Marsh and C. Chapman. New York: Springer Press, 2013. Additional 1 publication since 2013.

Weigel, M. Margaret: Professor, School of Public Health, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A., M.A. Florida Atlantic Univ., 1979, 1981; Ph.D. Univ. of California, Los Angeles, 1985

Administrative posts: Interim Chair, Dept. of Environmental and Occupational Health, 2017-18; Co-Director, Global Environmental Health Research Laboratory, 2017-

Research/teaching specializations: Household food insecurity, nutrition and health in Ecuadorian and Latin American immigrant groups; health effects of air pollution exposure in Ecuador; Mexican immigrant health

Overseas field experience: Ecuador, Mexico

Non-English language proficiency: Spanish-4, Portuguese-2

Area courses taught: 5 – Global Health; Environmental and Occupational Epidemiology; Biocultural Context of Health & Nutrition; MHRIT Summer International Field Research Training-Ecuador; Sociocultural Food Systems

Number of dissertations or theses supervised since 2013: 15

Distinctions: Finalist, Betty J. Cleckley Minority Issues Research Award, American Public Health Association, 2017; Senior Fellowship Award, Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación (Ecuador), 2014-16; Fulbright Fellowship Award, 2004-05.

Recent publications: 11 – “The value of using seasonality and meteorological variables to model intra-urban PM2.5 variation.” With H. Olvera, et al. *Atmospheric Environment* 181:1-8 (2018); “Evaluation of Sources and Patterns of Elemental Composition of PM2.5 at Three Low-Income Neighborhood Schools and Residences in Quito.” With A. Raysoni, et al. *International Journal of Environmental Research Public Health* 14:7 (2017); “Genetic Evidence of Enzootic Leishmaniasis in a Stray Canine and Texas Mouse from Sites in West and Central Texas.” With E. Kipp, et al. *Memórias do Instituto Oswaldo Cruz* 111:10 (2016); “Food Insecurity is Associated with Undernutrition but not Overnutrition in Ecuadorian Women from Low-Income Urban Neighborhoods.” With R. Armijos. *Journal of Environmental Public Health* (2016); “Assessment of Indoor/Outdoor PM Species at Schools and Residences in a High-Altitude Ecuadorian Urban Center.” With A. Raysoni, et al. *Environmental Pollution* 214 (2016). Additional 6 publications since 2013.



Wester, Maisha: Associate Professor, African American and African Diasporic Studies, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 20%

Education: B.A. Univ. of North Florida, 1999; M.A., Ph.D. Univ. of Florida, 2001, 2006

Administrative posts:

Research/teaching specializations: Gothic Literature in the African Diaspora; American Gothic Literature; Horror Film Studies; Twentieth Century American Literature

Overseas field experience: Haiti

Area courses taught: 2 – The Black Novel: Geographies of Progress; Writing and Literature in African American and African Diaspora Studies

Distinctions: Institute of Cultural Studies Fellow, 2010-11

Recent publications: 5 – "Slave Narratives and Slave Revolts." In *The Palgrave Handbook of Southern Gothic*. Ed. C. Crow. New York: Palgrave, 2016; "Text as Gothic Murder Machine: The Cannibalism of Sawney Bean and Sweeney Todd." In *Technologies of the Gothic in Literature and Culture: Technogothics*. Ed. J Edwards. New York: Routledge, 2015; "Gothic and the Politics of Race," In *The Cambridge Companion to the Modern Gothic*. Ed. J. Hogle, New York: Cambridge Univ. Press, 2014; "Keys to a Hurricane: Reading Race, Class, and Abjection in *The Skeleton Key*." *Film International* 12:1 (2014); "Toni Morrison's Gothic: Headless Brides and Haunted Communes." in *A Companion to American Gothic*. Ed. C. Crow. Malden, MA: Wiley Blackwell, 2013.

Wilk, Richard, Distinguished Professor and Provost's Professor Emeritus, Anthropology, IUB

Tenure status: Emeritus

Time devoted to Latin American/Caribbean Studies: 25%

Education: B.A. New York, Univ., 1974; M.A., Ph.D. Univ. of Arizona, 1976, 1981

Administrative posts: Co-Director, Food Institute, 2015-18

Research/teaching specializations: Food, Ecology, Economic Anthropology, Consumption, Marketing

Overseas field experience: Belize

Non-English language proficiency: Spanish-2

Area courses taught: 5 – Food, Sex and Gender; Global Consumer Culture; Culture and Society; Food and Culture; Food Choice, Freedom and Politics.

Number of dissertations or theses supervised since 2013: 4

Distinctions: Fulbright Research and Teaching Grant, National Univ. of Singapore, 2017; Campus Catalyst Award in Leadership, 2014; Ph.D. Honoris Causa, Lund Univ., 2012; Andrew Mellon Foundation Grant, "Quantifying and Combating Food Waste at IU, 2011-13; Society for Economic Anthropology Book Prize, 2009

Recent publications: 21 – "Rethinking the Relationships between Scarcity, Poverty and Hunger– an Anthropological Perspective." In *Scarcity in the Modern World: History, Politics, Society and Sustainability, 1800-2075*. Ed. J. Brewer, et al. New York: Bloomsbury, Forthcoming; "Seafood from Ocean to Table. With S. Hamada. New York: Routledge, 2018; "Global Junk: Who is to Blame for the Obesity Epidemic?" *Revista de Administração de Empresas* 58:3 (2018); "How Can Economic Anthropology Contribute to a More Just World?" *Economic Anthropology* 4:1 (2017); "Concluding Thoughts and Marginal Provocations." Special Issue of *Food, Culture and Society*. "Less Palatable, Still Valuable." Ed. G. de St. Maurice. 20:2 (2017); "Belize: A Country but Not a Nation." In *Small Nations*. Ed. U. Hannerz and A. Gingrich. Philadelphia: Univ. of Pennsylvania Press, 2017; "Why do the Indians Wear Adidas? Or, Culture Contact and the Relations of Production." With E. Arnould. *Journal of Business Anthropology* 5:1 (2016); "Is a Sustainable Consumer Culture Possible?" In *Anthropology and Climate Change: From Actions to Transformations*. 2nd ed. Ed. S. Crane and M. Nutall, New York: Routledge, 2016; "Conclusions: The Waste that Matters." In *Waste Management and Sustainable Consumption*. Ed. K. Ekström. London: Routledge/Earthscan, 2015. Additional 11 publications since 2013.



Willis, Erik: Associate Professor, Spanish and Portuguese, IUB

Tenure status: Tenured

Time devoted to Latin American/Caribbean Studies: 100%

Education: B.A., M.A. Brigham Young Univ., 1994, 1997; Ph.D., Univ. of Illinois at Urbana-Champaign, 2003

Research/teaching specializations: Spanish, phonetics and phonology, intonation theory, prosody, acoustics, variation, border Spanish and bilingualism

Overseas field experience: Dominican Republic

Non-English language proficiency: Spanish-5

Area courses taught: Intro. to Spanish Linguistics; Spanish Applied Linguistics; Spanish Phonology; Spanish Phonetics; Spanish Laboratory Phonology.

Number of dissertations or theses supervised since 2013: 5

Distinctions: Visiting Associate Professor, Pontificia Univ. Católica Madre y Maestra (Dominican Republic), 2016; IU Trustees Teaching Award, 2011; Outstanding Mentor Award, Dept. of Spanish and Portuguese, 2009.

Recent publications: 3 - *Selected Proceedings of the 6th Conference on Laboratory Approaches to Romance Phonology* (ed.). With P. Butragueño and E. Herrera Zendejas. Somerville, MA: Cascadilla Proceedings Project, 2015; "Contextualized Voicing of the Voiceless Posterior Fricative /h/ in Puerto Rican Spanish." With G. Delgado-Díaz and I. Galarza. In *Selected Proceedings of the 6th Conference on Laboratory Approaches to Romance Phonology*. Ed. E. Willis, et al. Somerville, MA: Cascadilla Proceedings Project, 2015; "The effect of short-term study abroad on second language Spanish phonetic development." With S. Bongiovanni, et al. *Studies in Hispanic and Lusophone Linguistics* 8 (2015); **Also:** "Phonetic and Phonological Variation in Spanish Syllable-initial Rhotics. With T. Bradley. *Estudios de Fonética Experimental* 21 (2012); "Systematic Investigation of Voicing Assimilation of Spanish /s/ in Mexico City." With L. Schmidt. In *Selected Proceedings of Laboratory Approaches to Romance Phonology*, ed. by Scott Alvord. Somerville, MA: Cascadilla Conference Proceedings, 2011



Position A1/A2/A3 Title:	Haitian Creole (HC) Lecturer
Position Type:	Full time employment, faculty status
Division name:	Center for Latin American and Caribbean Studies, SGIS
Salary Level:	\$43,260 (Y2-4, with a 3% annual increase; Y4 SGIS pays 50%)
Justification of Need:	Offer advanced HC and create new culture courses
Job Summary:	Duties include the teaching of Haitian Creole at all levels (beginner, intermediate, advanced) as needed, creation of more specialized curriculum related to Haitian and Caribbean society and culture, and assistance with the development of a Haitian Creole textbook for beginners, in collaboration with partners at University of Florida and Florida International University. This position will also include the option of teaching intermediate Haitian Creole at Indiana University's renowned Summer Language Workshop, with supplemental pay. Original textbook contributions will be compensated separately. Position will work closely with the Creole Institute at IU and its international partners, contributing to, and expanding in particular ongoing collaborations with the State University of Haiti in Port-au-Prince.
Required Qualifications:	Native or near-to native fluency in Haitian Creole and excellent command of English. Ph.D. in fields related to the position, such as Linguistics, History, French and Francophone Studies, Anthropology. Previous experience teaching Haitian Creole as a second language at all levels and other courses in Haitian Studies is highly desirable.
Position A4 Title:	Language across the Curriculum Associate Instructor
Position Type:	Graduate Assistant (up to 9 hrs/wk)
Division name:	Center for Latin American and Caribbean Studies, SGIS
Salary Level:	\$4,000 stipend per semester
Justification of Need:	Offer one-credit discussion section in Portuguese or Spanish (I325)
Job Summary:	<p>The Spanish LAC AI will offer a Spanish-across-the-curriculum language section at 1 credit, to be paired with a previously designated INTL class, and in Y4, additionally paired with Folklore and Ethnomusicology (FEM) classes. The instructor will work with the INTL (or FEM) class instructor to develop Spanish language readings and discussion topics in Spanish that enhance students' content and linguistic competence related to the INTL class. The AI will attend all regular classes as well lead the one hour-per-week discussion section.</p> <p>The Portuguese LaC AI will offer a Portuguese-across-the-curriculum section at 1 credit, to be paired with Portuguese courses taught in English in the Department of Spanish and Portuguese (HISP). The instructor will work with the HISP instructor to</p>



APPENDIX 2: POSITION DESCRIPTIONS

develop Portuguese readings and discussion topics in Portuguese that enhance students' content and linguistic competence. The AI will attend all regular classes and lead a one hour-per-week discussion section.

Timeline: A total of 9 Spanish LaC courses, 1 in Y1, 2 each in A2-3, 4 in Y4. A total of 3 Portuguese LaC courses, 1 in Y2, 2 in Y3.

Number of positions hired: Up to 12 AIs over the grant period

Required Qualifications: M.A. or Ph.D. student, native or near-native fluency in Spanish or Portuguese.

Position A6 Title:

Yucatec Maya Textbook Graduate Assistant

Position Type:

Graduate Student Hourly (10 hrs/wk)

Division name:

Center for Latin American and Caribbean Studies, SGIS

Salary Level:

\$15/hour (ca. \$4,800 per semester)

Justification of Need:

Organize and transcribe YM material for YM textbook

Job Summary:

The YM textbook graduate assistant will work with textbook author Castañeda to organize and transcribe existing YM materials for beginning and intermediate YM textbooks. The position will be supervised by CLACS Senior Lecturer Quetzil Castañeda. As needed, the YM assistant will also format and supply audiovisual materials for the accompanying electronic platform, supported by IU. As needed, the assistant will be a point person for IU Press, responsible for sending formatted materials and supplying additional illustrations and supporting documents.

Required Qualifications:

M.A. or Ph.D. graduate student, fluency in Yucatec Maya

Position B7 Title:

Latin American Music Lecturer

Position Type:

Full time employment, faculty status

Division name:

Latin American Music Center, Jacobs School of Music

Salary Level:

\$50,000 (paid by CLACS: 20% Y1, 25% Y2-4, with a 3% annual increase)

Justification of Need:

Teach 3-3 course load at Latin American Music Center; outreach

Job Summary:

The LAM lecturer will develop and teach three courses per semester at the Latin American Music Center of the Jacobs School of Music, to be cross-listed with CLACS. Supported by CLACS, the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OPVDEMA), and the School of Music, the lecturer will be asked to enhance collaborations across campus and generate knowledge about Latin American popular and/or classical musical culture, among undergraduate and graduate students in music and a variety of other disciplines, through classes, and speaking and performance commitments on campus. The lecturer will also work with the Director of the LAMC to offer regular concerts to the local community, including Bloomington's Latino community. Finally, the lecturer will conduct P-16 workshops at



Required Qualifications:

local schools and as needed, across the State of Indiana, with the mission to enhance mutual knowledge between Latin Americans and U.S. Americans.

Applicants must have Ph.D. in either music performance, music theory, musicology, ethnomusicology, or music education. Applicants must have experience performing or conducting performance ensembles, with a specialization in Latin American classical or popular music. Fluency in Spanish or Portuguese is desirable but not required.

Position B8 Title:

Faculty contributor, Portuguese Language and Culture Modules

Position Type:

Supplemental pay

Department name:

Department of Spanish and Portuguese, College of Arts and Sciences

Salary Level:

\$2,000 (one-time payment)

Justification of Need:

Produce 8-10 online videos on Portuguese for business professionals and students

Job Summary:

A joint initiative of the IU CIBER and SGIS area studies centers, Language and Culture Modules offer 8-10 online videos on LCTLs and their cultures for post-secondary students and business professionals. The videos feature two instructors, one to teach basics of the language and one to cover culture. CLACS will fund Portuguese in Y1.

Required Qualifications:

Faculty member must be teaching for the Portuguese Program at IU, and may be either a tenure-stream or non-tenure-track faculty members. Faculty member is responsible for securing collaboration from a qualified graduate student. Fluency in Portuguese is required, experience with online or distance teaching is desirable.

Position C9 Title:

Director of Global Education Initiatives

Position Type:

Professional Staff (1 FTE 40 hrs/wk)

Department Name:

School of Education and SGIS

Salary Level:

\$51,000 annually

Justification of Need:

The Director of Global Education Initiatives will work with the School of Global and International Studies, School of Education, Indiana Department of Education, and the area studies centers to develop and implement multiple statewide initiatives creating a stronger infrastructure for proficiency-based language instruction, broadly internationalizing K-12 education through trainings for teachers and administrators, providing professional development to school districts in Indiana, and expanding teacher certification and licensing for language instruction.

Job Summary:

The primary responsibility of the Director is to internationalize P-16 education in Indiana by working with in-service and pre-service teachers and elementary and secondary school leaders to advance



and strengthen global and area studies and language learning. Internationalization initiatives will include:

1) Global Competency Certificate: A certificate available to all IUB students that consists of academic coursework, fieldwork, and capstone projects with global components, which will help to prepare students for a global career.

2) Advance high-quality language instruction in K-12 schools: This position will lead teacher workshops in proficiency-based language instruction and will promote the Indiana Certificate of Multilingual Proficiency.

3) Professional development: lead multiple workshops for middle and high school social studies in-service teachers (Urban Growth Workshops), elementary language arts teachers (Global Literacy Invitations), and Dual Language Immersion teachers from pilot programs across Indiana.

Required Qualifications:

Master's degree in international education, language education, or a related field; strong commitment to working with teachers in K-12 settings; Ability to work collaboratively with university colleagues and school district partners; experience with curriculum design and language pedagogy; excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Doctoral degree in international education, language education, or related field is desirable.

Position C10 Title:

Digital Toolbox Graduate Assistant

Position Type:

Graduate Student

Division name:

Center for Latin American and Caribbean Studies, SGIS

Salary Level:

\$ 15, 750 for one year

Justification of Need:

Coordinate curriculum creation and K-12 outreach for Globally Ready Digital Toolbox

Job Summary:

Position will coordinate the second phase of the Globally Ready Digital Toolbox, focusing on curriculum development and teacher training, to introduce the Toolbox to rural SW Central Indiana counties. The GA will work with the Center for P16 Research and Collaboration at the School of Education to coordinate the development of teaching modules for several classroom levels and subjects conforming with Indiana Academic Standards. The DT graduate assistant will also consult on outreach with the Teacher Advisory Board, via bi-monthly video conferences. Throughout the year, the DT graduate assistant will work with the Center for Rural Engagement towards generating events such as visits with community leaders, roundtables, launch events, promoting the Digital Toolbox broadly to Indiana residents. Towards year end,



Required Qualifications:

s/he will organize and conduct a teacher training workshop at Indiana University, and coordinate an official launch event of the Digital Toolbox at Indiana University.
Applicants must be M.A. or Ph.D. students, have excellent communication skills, and demonstrated interest in Latin America. Applications from School of Education students are especially encouraged.

Position C11 Title:

Bridges Coordinator

Position Type:

Hourly (20 hrs/wk for 44 weeks)

Division Name:

School of Global and International Studies

Salary Level:

\$20/hour (approximately \$22,000 annually)

Justification of Need:

The Bridges Coordinator will administer the *Bridges: Children, Languages, World* program, which offers language and culture classes to young learners in the greater Bloomington, Indiana area. *Bridges* emphasizes Less Commonly Taught Languages (LCTLs), many of which have been identified as Critical Needs Languages by the U.S. State Department and other federal agencies. LACS language used will be Portuguese.

Job Summary:

Provides oversight for the *Bridges: Children, Language, World* program and will work closely with the Indiana University National Resource Centers' leadership. Duties include the supervision of and guidance for student volunteer teachers reviewing and approving all lesson plans, visiting classes and offering post-class feedback, conducting orientations and mid-semester workshops for volunteer teachers, overseeing the registration process, communicating with parents and guardians of children enrolled in the program, maintaining records of attendance and performance, ordering materials, maintaining website, and other duties as needed.

Required Qualifications:

Bachelor's degree; experience with second language acquisition and curriculum design; excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality.

Preferred Qualifications:

Facility in language pedagogy and knowledge of various areas studies; experience in elementary, secondary, and or higher education; knowledge of and experience in using IU systems; experience in website management and social media outreach.

Position C12 Title:

Global Employability Coordinator

Position Type:

Hourly non-student (29 hrs/wk for 48 weeks)

Division name:

Center for Global Change, SGIS



Compensation:	\$18/hour (approximately \$25,000 annually, with a 3% annual increase)
Justification of Need:	The Global Employability Coordinator will support the Global Employability Initiative through overseeing the development of the Ivy Tech Global Workforce Skills Certificate and by facilitating professional development opportunities for educators in Career and Technical Education programs.
Job Summary:	Provides programming and project coordination for the Global Employability Initiative to support the objectives of IU NRCs in meeting workforce needs for global competencies. Duties include supporting Ivy Tech faculty in developing the Global Workforce Skills certificate and applicable curricular materials, organizing and leading the summer Global Employability Workshop for CTE educators, presenting on Global Workforce Skills at IDOE organized professional development events for school counselors, and coordinating speakers on global workforce skills for College and Career Pathway Fairs at Indiana high schools. This individual must also help Ivy Tech seek approval for certificate at state level.
Required Qualifications:	B.A. degree (M.A. preferred); Familiarity with K-12, CTE or Community College educational institutions; experience with curriculum design; excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals. Strong organizational and multi-tasking skills including ability to manage tasks in a timely and accurate manner and maintain confidentiality. Experience in international education, in working for a global company or organization, and bilingualism are desirable.
Position C14 Title:	Puerto Rico Teacher Training Hourly
Position Type:	Hourly graduate student (5 hrs/week, 2 semesters per year)
Division name:	Center for Latin American and Caribbean Studies, SGIS
Salary Level:	\$15/hour, (approximately \$ 2,400 per year)
Justification of Need:	Assist with teacher training preparation and needs
Job Summary:	The Teacher Training assistant will work for the Directors of the Puerto Rico Critical and Cultural Literacy project, to coordinate curriculum design procure and organize original materials and children's books, and set up and support online discussions.
Required Qualifications:	Ph.D. candidate in School of Education, teaching experience, fluent Spanish, excellent communication skills.
Position C15 Title:	Programming and Reporting Assistant
Position Type:	Graduate Assistant (20 hrs/wk, 2 semesters per year)
Division name:	Center for Latin American and Caribbean Studies, SGIS
Salary Level:	\$15,750 per academic year
Justification of Need:	Assist with grant-related programming and reporting



Job Summary:

Provide programming and project coordination. Position will work closely with the CLACS Associate Director to ensure a robust programming schedule and to conduct effective management of part-time administrative, student, and volunteer staff.

Duties include managing record-keeping and database compilation; participation in management of grant contracts; assistance with construction of expenditure reports; management of archival of materials from programming including colloquia, panels, lectures, conferences, and seminars; outreach programming planning and implementation; assistance in grant report compilations; oversees scheduling and execution of CLACS events focusing on logistical arrangements, biographical compilations, and event publicity organization; assists in administration of some graduate student recruitment. Position will work closely with and provide CLACS-specific information to the SGIS Shared Support Staff for grant application data collection and reporting, as well as delegating needs of RSW appropriately to members of staff responsible for arranging travel, hospitality, and purchasing.

Required Qualifications:

Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals. Strong organizational and multitasking skills including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality. Operating knowledge of standard office equipment; and proficiency in Microsoft Office Suite including Word, Outlook, Access, and Excel. Fluent Spanish and/or Portuguese is desirable but not required.

Position C16 Title:

Outreach and Communication Assistant

Position Type:

Hourly undergraduate student (20 hrs/wk, two semesters)

Division name:

Center for Latin American and Caribbean Studies, SGIS

Salary Level:

\$11/hour (ca. \$7,040 per year)

Justification of Need:

Assist with grant-related outreach and communication

Job Summary:

The Assistant will work under the direction of the Associate Director to plan and implement CLACS outreach activities, maintaining contacts across campus with other units and professional schools, with a focus on undergraduate student outreach, student organizations, and professional networking. The Assistant will maintain CLACS social media accounts and build a growing list of followers. The position will also be responsible for the Facebook streaming of events, ensuring that all public CLACS events be disseminated live and promoted to remote IU campuses.

Required Qualifications:

Candidate must be an undergraduate student in good standing, with one of the following majors or minors: Spanish, Portuguese, CLACS, Latino Studies, History, Education or other professional



school. Fluent Spanish or Portuguese is desirable but not required. Excellent communication skills and experience with social media.

Position C17 Title: Conference Planning Graduate Hourly
Position Type: Hourly graduate student (10 hrs/wk, two semesters)
Division name: Center for Latin American and Caribbean Studies, SGIS
Salary Level: \$ 15/hour (ca. \$4,800 per semester)
Justification of Need: Assist with the organization of conference in Y1 and Y4
Job Summary: The Conference Planning Hourlies will assist conference organizers with arrangements and publicity for Y1 conference on minority languages and cultures in Mexico and for Y4 conference on Race in Cuba and Brazil. Duties include facilitating travel arrangements and honoraria in close collaboration with SGIS support staff, creating a conference schedule and website, communicating with invited guests, and producing and disseminating promotional materials, as well as catering arrangements and conference reception.

Required Qualifications: Graduate Student in good standing, fluent in Spanish (Y1 Mexico conference) and Portuguese (Y4 Cuba/Brazil conference).

Position C18 Title: Archivo Mesoamericano Undergraduate Hourlies
Position Type: Two Hourly Undergraduate Students (18 hrs/wk, 2 semesters, Y1)
Division name: Center for Latin American and Caribbean Studies, SGIS
Salary Level: \$ 11/hour (ca. \$ 6,338 per student per year)
Justification of Need: Translate and subtitle film clips from Central America for classroom use
Job Summary: The two undergraduate hourly employees will work under the supervision of CLIR Mellon postdoc and CLACS affiliate Mario Ramírez to transcribe, translate, and subtitle a selection from a collection of nearly 200 videos of Central American social movements from the 1970s-1990s. The selection will be prepared by Ramírez, and will be openly accessible to the general public on the new online platform of the Archivo Mesoamericano created by Ramírez, to be launched in summer 2019.

Required Qualifications: Undergraduate students in good standing, native English speakers with excellent, near-to-native fluency in Spanish. Experience in translating and bilingual fluency is desirable.

Statement on Diverse Perspectives

In the words of its President, Michael McRobbie, Indiana University has a “deep and abiding commitment to diversity.” Under his leadership, IU Bloomington has become a national leader in efforts to achieve diversity, recognized in 2018 by *Insight into Diversity* as one of only 16 national “Diversity Champion” universities. In this spirit, CLACS strives to give voice to diverse perspectives in its leadership, faculty, students, and programming. We are proud of our demographic diversity: 45% of our affiliate faculty are women, 40% belong to underrepresented racial or ethnic minorities, and 20% were born outside the U.S. On our 15-member steering committee, 9 members are women, and 8 are from Latin America. CLACS and IU are committed to achieving the same level of diversity among our students. IU’s Groups Scholars Program for low-income and first-generation students and the Hudson & Holland Scholars Program for high achieving, underrepresented minority students have ensured that IU’s percentage of minority students mirrors Indiana’s demographics (21%). The university allocates funds for recruitment and retention of diverse faculty and has developed a diversity plan for each of IU’s seven campuses. In addition, as the seventh-ranked university nationally in number of students studying abroad, IU has achieved remarkable success in exposing students to different cultures, increasing their cultural and linguistic fluency, and enhancing their global career competitiveness. The recent creation of university-funded study abroad programs for Groups and Hudson & Holland students in the Dominican Republic, Brazil, and Peru has helped ensure that students from low-income backgrounds are also able to have international experiences.

Yet race/ethnicity, gender, and income are only one aspect of IU’s and CLACS’s commitment to diversity. We also seek to expose students to a wide range of perspectives through disciplinary and ideological diversity. CLACS faculty come from 23 academic departments and 9 professional school, ensuring that students are exposed to a wealth of perspectives and viewpoints. In recent years, IU and CLACS have organized events that analyze political and economic issues in relation in the context of the region’s social and cultural dynamics. Faculty have organized talks and roundtables on issues like populism in the 2016 Argentine and Venezuelan elections, Latin American migrant poetry, and the imprisonment of former Brazilian President Lula. With Title VI funding we will organize conferences on minority/indigenous languages and activism and on race in Brazil and Cuba. We will also create new courses furthering specialized cultural knowledge in international affairs and the arts, expand our creation of Latin American language and culture modules for professional school students, and bring together students from Informatics, IU Libraries, archival to work on our Digital Toolbox for K-12 schools, developed with the African Studies Program. We will work with two MSIs, Navajo Technical University in New Mexico and the University of Puerto Rico’s Bayamón campus, to internationalize their curriculum and build new international collaborations, enhancing public debate and connecting specialized scholarly research to current global issues.

Statement on Areas of National Need

Under the leadership of [Dean Lee Feinstein](#), former U.S. Ambassador to Poland, the [School of Global and International Studies](#) (SGIS) and CLACS have supported the training of scholars and professionals in Latin American and Caribbean Studies and promoted the region's languages and cultures to P-16, business, and community audiences. To encourage students to pursue careers in government, business, and nonprofit sectors, CLACS has dual Master's programs with the Schools of Public and Environmental Affairs, Business, Law, Informatics and Computing, and Public Health, with a new dual degree with International Studies currently under development. To better direct students toward careers in areas of national need, [SGIS Career Services](#) has created a new funding structure for internships and initiatives focused on careers in the non-profit sector and international affairs. These include the [Peace Corps Prep Program](#) (trained 213 students in 2017-18) and the [Diplomacy Lab](#) (272 students enrolled since 2016). As [the university that offers the most foreign languages](#) (68) in the U.S., government agencies like the Defense Department and CIA regularly recruit IU students, and non-profit agencies and businesses attend annual [Fall and Winter Career and Internship Fairs](#). Through our partnership with IU's School of Education's [Center for P-16 Research and Collaboration](#), SGIS and CLACS have helped train future educators in global and area competency. Finally, SGIS has partnered with [Ascend Indiana](#) to connect IU students with Indiana employers globally.

With Title VI support, we will expand our collaboration with the [Kelley School of Business CIBER](#) through the creation of Brazilian Portuguese culture and language modules for business students. We will facilitate the teaching of Portuguese statewide by holding a Portuguese Pedagogy Workshop to explore creating Portuguese programs in Indiana high schools and community colleges. To help internationalize Indiana's population, we will collaborate with the [Center for the Study of Global Change](#) on a Global Workforce Skills Certificate for career technical education learners at Ivy Tech Community College. CLACS will reach out to rural Indiana by working with IU's new [Center for Rural Engagement](#), through lectures and community visits to low-income counties, as well as through teacher training workshops on our innovative Globally Ready Digital Toolbox. Finally, our FLAS fellowships will prioritize applicants with financial need who demonstrate interest in pursuing careers in areas of national need, such as education, government and other public service employment.



Project Goal 1: To promote collaboration between disciplines and world regions, within SGIS, across Indiana University, and globally.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase the number of CLACS instructional, curricular, and outreach collaborations with other SGIS global/area studies centers by 7 by the end of the grant period.	1a. Develop Language across the Curriculum (LaC) component for International Studies courses in collaboration with Arabic Flagship, and Chinese Flagship, and Turkish Flagship.	1ai. Number of courses offered in Int'l Studies with Spanish or Portuguese LaC component	Annually	Course schedule	0	1	2	3	3
		1aii. Number of courses offered in Ethnomusicology with Spanish or Portuguese LaC component	Annually	Course schedule	0	0	0	0	1
		1aiii. Number of students enrolled in Spanish or Portuguese LaC sections	Annually	Enrollment records	0	5	10	18	32
	1b. Develop Globally Ready Digital Toolbox in collaboration with African Studies Program (ASP) and Institute for European Studies (EURO).	1bi. Number of SGIS area studies centers participating in project	Annually	CLACS records	0	2	3	3	4
		1bii. Number of IU collections participating in digitization	Annually	Area center records	0	8	12	12	12
		1biii. Number of collection objects digitized for inclusion in digital toolbox	Annually	Area center records	0	50	50	50	50
	1c. Develop internationalization and professionalization opportunities at Navajo Technical University (NTU) in collaboration with the Center for the Study	1ci. Number of NTU attendees at Institute for Curriculum and Campus Internationalization (ICCI)	Annually	CLACS/CSME records	2	4	4	4	4
		1cii. Number of new NTU international collaborations developed as result of travel for global indigenous networking	At end of Y4	NTU records	0	2	2	3	3



Project Goal 1: To promote collaboration between disciplines and world regions, within SGIS, across Indiana University, and globally.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	of Global Change (CGC) and the Center for the Study of the Middle East (CSME)	1ciii. Number of NTU courses with increased international content due to collaborations with visiting CLACS faculty	At end of Y4	NTU records	0	0	1	2	3
2. Increase the number of CLACS research, instructional, curricular, and outreach collaborations with professional schools by 4 by the end of the grant period.	2a. Develop collaborations around Latin American music and film with Jacobs School of Music and Media School.	2ai. Number of students enrolled in courses taught by visiting lecturer in Latin American music	Annually	Enrollment records	0	40	45	55	60
		2aii. Number of attendees at lectures and film showings by visiting Latin American documentary filmmaker	Annually	CLACS records	0	50	75	100	125
	2b. Develop teacher training programs focusing on internationalization and LCTLs in collaboration with School of Education (SoE).	2bi. Number of teacher training programs designed in collaboration with SoE Director of Global Education Initiatives	Annually	Director of Global Education Initiatives records	0	1	2	3	4
		2bii. Number of curriculum materials (subject matter and/or grade level) developed for use with Globally Ready Digital Toolbox	Y2	CLACS records	0	N/A	10	N/A	N/A
	2c. Develop language training and outreach activities in collab-	2ci. Number of students reached through Business is Global Portuguese sessions	Y1, Y3	CLACS/ KSB CIBER records	0	10	N/A	15	N/A



Project Goal 1: To promote collaboration between disciplines and world regions, within SGIS, across Indiana University, and globally.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	oration with the Kelley School of Business Center for International Business Education and Research (CIBER)	2cii. Number of KSB Spanish students participating in Business Language Case Competition	At end of Y4	CLACS/ KSB CIBER records	0	N/A	N/A	N/A	12
3. Increase the number of international research collaborations for faculty and international experiences for IU students to 60 by the end of the grant period.	3a. Develop new opportunities for faculty research collaborations with Latin American universities.	3ai. Number of faculty collaborations through IU Mexico City Gateway	At end of Y4	Faculty survey	1	2	3	4	5
		3aii. Number of independent faculty collaborations with universities in LAC region	At end of Y4	Faculty survey	10	12	14	16	18
		3aiii. Number of international partners brought to IU	At end of Y4	Faculty survey	5	10	12	12	15
	3b. Develop new international experience opportunities for IU students in Latin America and the Caribbean.	1bi. Number of faculty-led study abroad programs in Latin America and the Caribbean	At end of Y4	Faculty survey; dept. and school data	4	5	5	6	6
		1bii. Number of LAC countries where international experiences are offered, through faculty-led or other institutional programs	At end of Y4	Office of Overseas Study; dept. and school data	12	13	14	15	16



Project Goal 2: To promote specialized linguistic and cultural knowledge of priority languages and LCTLs at Indiana University and beyond.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Increase enrollments in Latin American and Caribbean LCTLs by at least 10% by end of grant period.	1a. Hire HC lecturer in Y2 to teach all language levels and develop Haitian Studies courses.	1ai. Number of students enrolled in beginning and intermediate HC courses	Annually	Enrollment records	50	52	55	57	60
		1aii. Number of students enrolled in advanced HC and Haitian Studies courses	Annually	Enrollment records	0	6	8	10	12
		1aiii. Numbers of students enrolled in intermediate HC in Summer Language Workshop	Annually	Enrollment records	0	2	4	6	8
	1b. Use synchronized distance learning, through Big Ten Academic Alliance (BTAA), to increase enrollments in Yucatec Maya (YM).	1bi. Number of students from other Big Ten universities enrolled in YM via BTAA	Annually	Enrollment records	0	2	3	4	5
	1c. Develop a recruitment strategy through Brazilian Studies Program to demonstrate the importance of Portuguese and Brazil to IU students.	1ci. Number of attendees at annual Brazilian policy/business lecture	Annually	CLACS records	0	20	25	30	35
		2cii. Number of attendees at bi-annual Portuguese cultural expo and reception	Twice a year	CLACS records	15	20	25	30	35
2. Increase use of knowledge about Latin	2a. Hold Y1 Conference on	2ai. Number of attendees at conference events	Y1	CLACS records	0	100	N/A	N/A	N/A



Project Goal 2: To promote specialized linguistic and cultural knowledge of priority languages and LCTLs at Indiana University and beyond.										
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets					
					BL	T1	T2	T3	T4	
America and the Caribbean in scholarship, teaching, and outreach and interinstitutional and international collaborations for 50 conference and special event/lecture attendees annually.	indigenous language and cultural activism and preservation in Mexico.	2aii. Number of conference participants who report that they will incorporate knowledge from conference into scholarship, teaching, or outreach	Y1	Survey of conference attendees	0	50	N/A	N/A	N/A	
		2aiii. Percentage of conference participants who report new collaborations as result of participation.	Y1	Survey of conference attendees	0	25%	N/A	N/A	N/A	
	2b. Hold Y4 conference on comparative race in Brazil and Cuba	2bi. Number of attendees at conference events	Y4	CLACS records	0	N/A	N/A	N/A	100	
		2bii. Number of conference participants who report that they will incorporate knowledge from conference into scholarship, teaching, or outreach	Y4	Survey of conference attendees	0	N/A	N/A	N/A	50	
		2bi. Percentage of conference participants who report new collaborations as result of participation.	Y4	Survey of conference attendees	0	N/A	N/A	N/A	25%	
	2b. Establish a lecture series with invited minority activists and	2bi. Number of attendees at campus, Bloomington, and satellite campus lectures.	Annually	CLACS records	0	40	50	60	70	



Project Goal 2: To promote specialized linguistic and cultural knowledge of priority languages and LCTLs at Indiana University and beyond.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	scholars from Latin America and the Caribbean, including public lectures to the Bloomington community and/or other IU campuses.	2bii. Percentage of lecture/event attendees who report that they will incorporate knowledge from lectures/events into scholarship, teaching, or outreach.	Annually	Survey of lecture/event attendees	0	25%	25%	25%	25%
3. Develop two textbooks to provide up-to-date instruction in Latin American priority languages and LCTLs by the end of grant period.	3a. Develop a beginning Haitian Creole textbook for English speakers.	3a. Successful publication of open-source textbook	Y4	IU Press	0	N/A	N/A	N/A	1
		3aii. Number of audio/video components included in online textbook portal	Y4	IU Press	0	N/A	N/A	N/A	30
	3b. Develop and a beginning Yucatec Maya textbook for English speakers.	3bi. Successful publication of open source textbook	Y4	IU Press	0	N/A	N/A	N/A	1
		3bii. Number of audio/video components included in online textbook portal.	Y4	IU Press	0	N/A	N/A	N/A	30



Project Goal 3: To develop innovative and sustainable forms of outreach targeted at underserved communities through collaborations with K-12 schools, minority serving institutions, and community colleges.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Implement teacher training and curriculum internationalization initiatives in at least 20 Indiana K-12 public schools	1a. Develop teacher training program in curricular use of Globally Ready Digital Toolbox.	1ai. Number of teachers trained in curricular use of digital toolbox	Y2	CLACS records	0	N/A	12	N/A	N/A
		1aii. Number of schools that adopt toolbox	Y3 and Y4	CLACS records	0	N/A	12	15	18
		1aiii. Number of unique hits on digital toolbox website	Y3 and Y4	CLACS records	0	N/A	250	500	750
	1b. Hold Y1 Portuguese Pedagogy Workshop to train Indiana K-12 teachers and administrators in development of Portuguese programs at the high school level.	1ci. Number of teachers/administrators who attend Y1 workshop	Y1	CLACS records	0	10	N/A	N/A	N/A
		1cii. Number of Indiana high schools that implement Portuguese courses	Y4	CLACS records	0	N/A	N/A	N/A	2
2. Develop sustainable collaborations with at least 2 MSIs/community colleges focused on curriculum internationalization and teacher training	2a. Develop collaboration with IU School of Education and University of Puerto Rico Bayamón to train teachers in critical and cultural literacy.	2ai. Number of pre-service teachers trained.	Annually	Project records	0	6	8	10	12
		2aii. Number of in-service teachers who collaborate with project as mentors.	Annually	Project records	0	6	8	10	12
		2aiii. Number of students trained in critical/cultural literacy by teachers who complete the program	Annually	Project records	0	N/A	300	400	500
	2b Develop collaborations with Navajo Technical University faculty to internationalize their	2bi. Number of NTU courses internationalized as result of NTU staff travel to	Annually	NTU records	0	1	1	2	2



Project Goal 3: To develop innovative and sustainable forms of outreach targeted at underserved communities through collaborations with K-12 schools, minority serving institutions, and community colleges.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
by end of grant period.	curriculum and build collaborations with indigenous institutions of higher education in Latin America and the Caribbean.	ICCI and international indigenous collaborations.							
		2bii. Number of new international collaborations per year developed at NTU as result of travel for global indigenous collaboration.	Annually	NTU records	0	1	1	1	1
		2biii. Number of new international collaborations per year developed at NTU as result of visits by IU faculty with international collaborations with indigenous communities and universities in Latin America/Caribbean region	Annually	NTU records	0	1	1	1	1
3. Increase number of participants engaged by outreach/media initiatives delivered to the wider community by 50% by the end of the grant period.	3a. Partner with Spanish and Portuguese outreach/service learning coordinator and Latin American music visiting lecturer to share Latin American and Caribbean languages and music with the community.	3ai. Number of attendees at TeatroVida events	Annually	SP/PT outreach coordinator	180	190	200	210	220
		3aii. Number of attendees at La Escuelita para Todos	Annually	SP/PT outreach coordinator	200	225	250	275	300



Project Goal 3: To develop innovative and sustainable forms of outreach targeted at underserved communities through collaborations with K-12 schools, minority serving institutions, and community colleges.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
		3aiii. Number of attendees at Latin American concerts	Annually	LAMC director	1,000	1,050	1,100	1,150	1,200
	3b. Develop a Public Scholarship prize to incentivize and track faculty contributions to local and national media outlets in written, audio, or TV/video format.	3bi. Number of faculty submissions for prize	Annually	CLACS records	0	10	15	20	25
	3c. Enhance social media presence by using CLACS Instagram/Twitter accounts to discuss culture and current events in Latin America through short contributions from CLACS faculty and graduate students.	3ci. Number of followers on social media platforms	Annually	CLACS records	1,000	1,200	1,400	1,600	1,800
		3cii. Number of posts on culture and current events	Annually	CLACS records	50	100	150	200	250
		3ciii. Annual number of posts from affiliate faculty and graduate students	Annually	CLACS Records	0	50	60	70	80



**SCHOOL OF GLOBAL AND
INTERNATIONAL STUDIES**
INDIANA UNIVERSITY

June 18, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear Peer Reviewer,

It is my pleasure as dean of Indiana University's School of Global and International Studies (SGIS) to write in strong support of the Center for Latin American and Caribbean Studies' (CLACS) National Resource Center/Foreign Language Area Studies Fellowship Title VI grant proposal. Indiana University (IU) has a century-long history of dedication to the study of the world, which culminated in the establishment of the SGIS in 2012. At the core of the new School's global commitment are our area studies and advanced language training programs, which together create a strong foundation for developing global professionals with skills in language, critical analysis, cultural and political knowledge, foreign policy acumen, and global fluency. SGIS is committed to all of our Title VI centers, and we are especially proud that our centers can leverage our new shared services unit which provides grant support, FLAS management, travel processing, events coordination, and other administrative services. Our strong administrative capacity and our long-standing commitment to area and global studies and critical language instruction will allow CLACS to implement and administer the many superior programs and activities it currently proposes.

As one of the oldest area studies centers at IU, CLACS has for over half a century promoted the study of a region that remains vital today to our nation's interests. For decades, CLACS affiliate faculty have been some of our country's foremost scholars of topics like Latin American indigenous languages, social movements, labor unions, music, and governance.

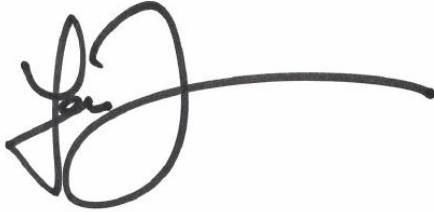
A CLACS initiative for the upcoming grant cycle that merits special mention is the development of new textbooks for two important less-commonly taught Latin American/Caribbean languages, Haitian Creole (10 million native speakers) and Yucatec Maya (1 million native speakers). By creating the first new Haitian Creole textbook in three decades, and the first Yucatec Maya textbook ever, the Center for Latin American and Caribbean Studies, with Title VI support, will make a valuable contribution to language training for the next generation of American diplomats, businesspeople, and aid workers in Haiti and Mexico.

CLACS is also becoming a key contributor to outreach initiatives in SGIS, particularly through their proposal, together with the African Studies Program and the Institute for European Studies, to create the Globally Ready Digital Toolbox. This innovative K-12 outreach tool will digitize,

provide information on, and create a web application to display IU collection items related to Latin America and Africa, so that teachers in Indiana and beyond can utilize them in the classroom.

Indiana University and the School of Global and International Studies unequivocally supports these initiatives and the overall contribution that CLACS makes in the state of Indiana and the greater world of Latin American and Caribbean studies and languages.

Sincerely,

A handwritten signature in black ink, consisting of a stylized 'L' and 'F' followed by a long horizontal stroke.

Lee Feinstein
Dean
School of Global and International Studies
Indiana University, Bloomington



June 15, 2018

INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of the Dean

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

To whom it may concern,

Please accept this letter of support for the application for Title VI funding being submitted by Indiana University's Center for Latin American and Caribbean Studies (CLACS). The IU School of Education has partnered with CLACS for several years on successful education projects and we look forward to continuing that work with funding from the Title VI program.

In their proposal, CLACS has identified a number of specific projects and activities that will involve the School of Education and will allow us to expand upon our mission to promote global and international education. Specifically, we are very excited about the plans to develop an innovative outreach tool, the Globally Ready Digital Toolbox, a web-based app featuring Latin America-related objects from IU collections. Through the use of the Toolbox we will be able to reach out to teachers in Indiana, specifically the eleven Southwestern Indiana counties that are targeted by IU's newly created Center for Rural Excellence. Title VI funds would allow us to work with our P-16 Center to conduct teacher training to disseminate the content of the Digital Toolbox effectively.

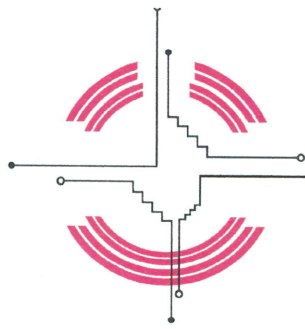
We are also pleased that the CLACS proposal has included partial funding for the Director of Global Education Initiatives position at the P-16 Center. Title VI funds will provide funds for the director to create a new Global Competency Certificate for IU students and Global Educator Badge for teachers.

Finally, CLACS is embarking on a new collaboration with the University of Puerto Rico, Bayamón, supporting a project developed by School of Education Professor Carmen Medina together with a colleague there, on Critical and Cultural Literacy which includes teacher training, curriculum development, a test phase, an impact study, and research publications. Funds provided through the Title VI program will offer much needed support to this excellent initiative.

In closing, let me express my strong support for this proposal which will advance the goals of the Title VI program in numerous ways and will also contribute to our School of Education's extensive global outreach and engagement. I look forward to working on the projects outlined in the proposal with my colleagues from Center for Latin American and Caribbean Studies.

Sincerely,

Terrence C. Mason
Professor and Dean



ESTABLISHED 1979

NAVAJO TECHNICAL UNIVERSITY

S I H A S I N

June 15, 2018; Friday

Dear Colleagues:

I write to express my support and that of Navajo Technical University (NTU) for the initiatives spearheaded by the Indiana University Center for the Study of the Middle East, Center for the Study of Global Change, and Center for Latin American and Caribbean Studies, to collaborate further on internationalization of the curriculum at NTU.

We have already begun working with the Center for the Study of the Middle East and the Center for the Study of Global Change to internationalize the current undergraduate curriculum at NTU. Our faculty, myself included, have been attending the annual Institute for Curriculum and Campus Internationalization (ICCI), held at IU in May every year, since 2015. This has been an enormous gift to our internationalization efforts, as we immediately began to implement changes into our undergraduate curriculum by the first fall after ICCI. We have continued to do so over the years, introducing an internationalized curriculum into our existing undergraduate course offerings and creating new courses such as International Leadership, Global Indigenous Leadership, and Theoretical Indigenous Leadership.

Since we started working with Indiana University, Navajo Technical University went from being a college to being a university, and we now have our first class of graduate students about to matriculate in the MA program. We have also just received approval to proceed with a PhD program. We seek collaboration with IU partners to do with our future graduate program what we have begun to do with the undergraduate curriculum. In addition, we will also be adding a new undergraduate degree in Global Indigenous Studies and internationalizing our general education requirements. Ultimately, we seek to fully internationalize/globalize our curricula across these offerings, to expose our students—many of whom will not have had the opportunity prior to matriculating at NTU—to issues common to peoples across the globe, issues that are faced in the Navajo Nation, as well. These include environmental issues such as water and land usage, but also cultural and artistic expressions, among others. We are delighted that the IU's area and global centers are collaborating with us as we internationalize our curriculum and define global and area studies in ways that are meaningful to indigenous communities.

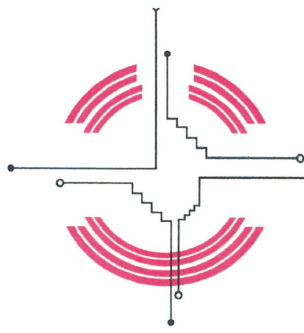
We look forward to growing this collaboration, by attending ICCI, by receiving professional development support as we develop our new international curriculum, and by meeting with other indigenous communities from around the world as we develop our Global Indigenous Studies degree. Our faculty and students have already significantly benefitted from this collaboration. I

NAVAJO TECHNICAL UNIVERSITY • PO BOX 849 • LOWER POINT RD. HWY. 371 • CROWNPOINT NEW MEXICO 87313
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WWW.NAVAJOTECH.EDU

PR/Award # P015A180152

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ESTABLISHED 1979

NAVAJO TECHNICAL UNIVERSITY

S I H A S I N

am convinced that expanding these opportunities over the next four years will have lasting impact on our institution and its faculty, our curriculum and activities in the classroom, and, most importantly, the students who graduate from NTU.

Sincerely,

Wesley K. Thomas, Ph.D.
Dean of Graduate Studies



Universidad de Puerto Rico en Bayamón
Decanato de Asuntos Académicos



Departamento de Pedagogía

June 15, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

To whom it may concern:

Please accept this letter of support for the application for Title VI funding being submitted by Indiana University's Center for Latin American and Caribbean Studies (CLACS). The Department of Pedagogy at the Universidad de Puerto Rico at Bayamón has worked with CLACS-affiliate faculty member Prof. Carmen Medina and her team for several years on successful education projects and we look forward to continuing that work with funding from the Title VI program.

CLACS has collaborated in the recent past with former CLACS director Bradley Levinson in creating a IUB-UPR Graduate Education Scholars Program, bringing in spring 2018 six young scholars from our university for a ten-week-stay to the IU campus and generating intensified research exchanges between our schools.

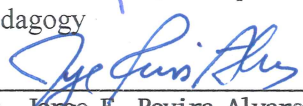
CLACS is now proposing to expand a collaboration that has existed for several years between María del Rocío Costa from the University of Puerto Rico at Bayamón and the IU School of Education Professor Carmen Medina, on Critical and Cultural Literacy. This project will be become, with the help of Title VI, a long-term impact study that includes teacher training, curriculum development, a test phase, regular feedback from pre-service and in-service teachers, and research publications. Project participants will work with K-12 students from schools in the vicinity of the Bayamón campus to improve their knowledge about Latin America and Caribbean cultural aspects that are relevant in their local context, improving in this way also the literacy rates in those schools. Funds provided through the Title VI program will offer much needed support to this excellent initiative.

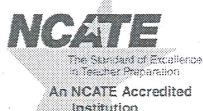
In closing, let me express my strong support for this proposal which will advance the goals of the Title VI program in numerous ways and will also contribute to our Department of Pedagogy's outreach and engagement. I look forward to working on the project outlined in the proposal with our colleagues from the Department of Pedagogy at University of Puerto Rico at Bayamón and the Center for Latin American and Caribbean Studies.

Sincerely,


Dr. María I. González Resende, Chairperson
Department of Pedagogy

Approved by:


Dr. Jorge F. Rovira Alvarez
Interim Dean of Academic Affairs



"Patrono Award of Excellence de empleo"

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170 Carretera 174
Bayamón, PR 00959-1919
Tel. (787) 993-8872
Fax (787) 993-8921
pedagogia.uprb@upr.edu

June 21, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

To the U.S. Department of Education:

In view of the growing need to prepare students of all backgrounds and income levels for global engagement, including the knowledge and skills required by the modern workforce to communicate in multiple cultural contexts, I am writing in support of an expanded partnership between Ivy Tech Community College and the IU Global and Area Studies Centers to introduce the Global Workforce Skills Certificate at Ivy Tech. As the Vice President for Academic Affairs, I am confident this that proposal will provide increasing opportunities for students to gain global workforce skills for their future studies and careers and will further the internationalization of curriculum and co-curriculum at Ivy Tech.

With 45 campuses and site locations across the state and serving nearly 160,000 students a year, Ivy Tech is the largest singly-accredited statewide community college system in the entire country. Ivy Tech's mission is to prepare Indiana residents to learn, live, and work in a diverse and globally competitive environment. The proposed project directly aligns with the college's mission and strategy, particularly on our expanded strategic plan launched this past January, *"Our Communities, Your College: Pathways for Student Success and a Stronger Indiana."* Within this plan, Ivy Tech's goal is to assist Indiana to meet the goal of equipping 60% of the workforce with a high-value, post-secondary degree or credential by 2025.

The new Global Workforce Skills Certificate will provide students with specific training and learning in global skills, intercultural competencies, and international teamwork. This proposed certificate will thus allow Ivy Tech students to expand upon technical skills with additional competencies that provide a better understanding of the global environment and cultural realities that are essential to effectively operating in today's global marketplace. Ivy Tech will work with the leadership from their network of global studies faculty from across the state, and partners at Indiana University, to build the content for this Certificate. Through this partnership, Ivy Tech will seek approval from the Indiana Commission for Higher Education for this Certificate as a stand-alone completion. This will require demonstrating that it meets specific workforce needs

50 WEST FALL CREEK PARKWAY NORTH DRIVE
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(888-489-5463)
PR/Award # P015A180152

and can lead to employment. Ivy Tech envisions structuring this certificate so that it can be a “stepping stone” toward a technical certificate and/or an associate degree. This will allow students to use it as a building block toward a higher-level completion.

The Global Workforce Skills project will align with the work being done with Career and Technical Education high school programs in Indiana as part of the broader Global Employability Project. This integration of a K-12 component greatly complements and enhances the work done here at Ivy Tech and will strengthen the Indiana and U.S. workforce by integrating global skills and competencies across the technical education and career pipeline of Indiana.

The IUB Global and Area Studies Centers and the IU Center for International Business Education and Research have been a strong partner of Ivy Tech. Previously we have partnered to expand the college’s inventory of global language learning by developing coursework in Arabic, adding global content to nearly three dozen courses, and developing a general global studies certificate that is completed as a complement to existing degree programs. Our collaboration with the centers has been invaluable in many ways and I sincerely look forward to building on this partnership to build a more globally competent workforce across the entire state of Indiana. I therefore fully endorse their proposed projects in their Department of Education Title VI National Resource Center proposals.

Respectfully,



Dr. Russell D. Baker
Vice President for Academic Affairs
Ivy Tech Community College
North Meridian Center
50 W. Fall Creek Parkway Dr. N.
Indianapolis, IN 46208



INDIANA UNIVERSITY PRESS

OFFICE OF SCHOLARLY PUBLISHING

June 18, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear Sir or Madam,

I am writing in support of the application for a Title VI Grant by the Center of Latin American and Caribbean Studies (CLACS) at Indiana University. Indiana University Press has discussed with CLACS in detail the publishing projects covered by the requested Title VI grant—a beginning textbook on Haitian Creole and beginning and intermediate textbooks on Maya. The Press is strongly committed to working closely with CLACS to develop, produce, and make widely available all three textbooks. In collaboration with the Office of Scholarly Publishing at Indiana University, all three textbooks would be available in open access digital editions on the IU Scholarworks online platform, hosted by IU Libraries. There will be no restrictions on users reading and downloading the content of the digital textbooks. Furthermore, the open access digital textbooks will be enhanced by links to audiovisual materials hosted on the Avalon multimedia online platform, also hosted by IU Libraries.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Gary Dunham, PhD
Director, Indiana University Press and Digital Publishing



ACTFL	American Council on the Teaching of Foreign Languages
AI	Associate Instructor
AP	Advanced Placement
ARL	Association of Research Libraries
ASP	African Studies Program
BEST	Bloomington Evaluation Services and Testing
BSP	Brazilian Studies Program
BTAA	Big Ten Academic Alliance
CAHI	College Arts and Humanities Institute
CASEL	Center for the Analysis of Social Ecological Landscapes
CeLT	Center for Language Technology
CGC	Center for the Study of Global Change
CIBER	Center for International Business Education Research
CIEE	Council on International Education Exchange
CITL	Center for Innovation in Teaching and Learning
CLACS	Center for Latin American and Caribbean Studies
CLE	Center for Language Excellence
CLIR	Council on Library and Information Resources
CRE	Center for Rural Engagement
FLAS	Foreign Language and Area Studies
GA	Graduate Assistant
HC	Haitian Creole
ICAB	Internationalization Collaborative across Bloomington
ICCI	Institute for Curriculum and Campus Internationalization
IEOA	International Education Outreach Administrator
IIE	Institute of International Education
IOC	International Outreach Council
IU	Indiana University
IUB	Indiana University Bloomington
IUPUI	Indiana University-Purdue University Indianapolis
LaC	Languages across the Curriculum
LACS	Latin American and Caribbean Studies
LAMC	Latin American Music Center
LAMP	Latin American Materials Project
LARRP	Latin Americanist Research Resources Project
LCTL	Less Commonly Taught Language
MDPI	Media Digitization and Preservation Initiative
MLCP	Minority Languages and Cultures Project
MSI	Minority Serving Institution
NACLA	North American Congress on Latin America
NTU	Navajo Technical University
OCLC	Online Computer Library Center
OIP	Office of International Programs
OSEA	Open School of Ethnography and Anthropology
OSU	Ohio State University

OVPDEMA Office of the Vice President for
Diversity, Equity, and Multicultural Affairs

OVPFAA	Office of the Vice Provost for Faculty and Academic Affairs
OVPIA	Office of the Vice President for International Affairs
OVPR	Offices of the Vice Provost for Research
SALALM	Seminar on the Acquisition of Latin American Library Materials
SGIS	School of Global and International Studies
SLW	Summer Language Workshop
SOTL	Scholarship of Teaching and Learning
SPEA	School of Public and Environmental Affairs
TPMA	Thomas P. Miller & Associates
UCLV	Universidad Central “Marta Abreu” de Las Villas, Santa Clara
UF	University of Florida
UITS	University Information Technology Services
UNAM	Universidad Nacional Autónoma de México
UPRB	Universidad de Puerto Rico Bayamón
WINHEC	World Indigenous Nations Higher Education Consortium
YM	Yucatec Maya

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Non-Language Courses						
African American and African Diaspora Studies (AAAD)						
AAAD-A 150	History of Race in the Americas – Exploration of the development of racism and racial ideologies in the U.S., the Caribbean, Latin America, and South America from colonial times to the present. Emphasizes the interaction among cultural, political, and economic factors in shaping patterns of conflict and collaboration, domination and resistance.					
	Jones, C. / Sterling, A.	3	75	15	63	Yes
AAAD-A 210	Black Women in the Diaspora – Interdisciplinary examination of salient aspects of black women’s history, identity, and experience, including policies, cultural assumptions, and knowledge systems that affect black women’s lives. While the primary focus is North America, the lives of black women in other cultural settings within the African Diaspora are also examined.					
	Smith, C.	3	25	51	50	Yes
AAAD-A 221	Dance in the African Diaspora – Introduction to the history, culture, music, and body movements of dances in the African American and African Diaspora tradition with a focus on African-derived dances, primarily from Cuba, Puerto Rico, and America. Instruction through classroom lectures, discussions, videos, readings, and movement sessions.					
	Smith, C.	3	50	21	-	Yes
AAAD-A 320	Black Dance History – Acquaints students with dancers and choreographers from the African American and African Diaspora who choose to communicate historical, political, recreational, and social themes through the modern, jazz, ballet, tap, and traditional (African and Caribbean) forms of dance and the expressive nature of movement from the black perspective and experience.					
	Rosa, I	3	25	23	-	Yes
AAAD-A 352	African American Art II: African American Artists – A survey of the artistic traditions of the African in the New World, from the period of slavery in North and South America through contemporary African American and expatriate black American artists.					
	Wolfskill, P.	3	25	32	-	Yes
AAAD-A 387	Black Migration – Explores the process, patterns, and paradoxes of the incorporation of “immigrants” from a comparative-interdisciplinary perspective. Focuses on persons from Africa, the Caribbean, and Asia who come to the U.S.. Also examines developments in other labor-importing, postindustrial countries such as France and England in relation to the people who settle there.					
	Smith, C.	3	25	9	10	Yes
AAAD-A 408	Race, Gender, and Class – Examination of the influence of race, gender, and class from a perspective of power and culture. Use of interdisciplinary sources, including essays, fiction, art, and social science research to examine how different social groups vie for representation, self-definition, and power in different social and cultural settings.					
	Smith, C.	3	25	-	30	Yes
AAAD-A 500 (Graduate)	Introduction to African American and African Diaspora Studies – Through an interdisciplinary approach, students are introduced to the major works concerning the historical, cultural, and intellectual experiences of Africans in the Diaspora, and the research, methodological, and theoretical questions raised about Black experiences in the world.					
	Grim, V.	3	50	8	-	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
AAAD-A 556 (Graduate)	Race and Culture in the African Diaspora – This course provides an introduction to research on race and culture in the African Diaspora by exploring such issues as nationalism, transportationism, popular culture, material culture, class, masculinity, feminism, hybridity, representation, performance, commodification, and identity.					
	Calloway-Thomas, C.	4	25	5	8	Yes
AAAD-A 557 (Graduate)	Race and Politics in the African Diaspora – This course introduces students to theories, methodologies, and scholarship on the relationship between race and politics in the African Diaspora by examining central themes relating to the state, citizenship, public policy, racial ideologies, and de jure and de facto segregation.					
	Grim, V.	4	25	5	-	Yes
African American and African Diasporic Studies at Other Indiana University Campuses						
AAAD-A 208	The African Caribbean – Introduction to Africans in the Caribbean from a historical, cultural, social, and political perspective. Themes include: the system of plantation slavery, the Haitian revolution, de-colonization, Pan-Africanism, class conflicts, neo-colonialism, struggles for national identity, and the impact of race, color, gender, music, and religion on regional distinctiveness. (IU Northwest)					
	Pegram, S.	3	100	30	-	Yes
American Studies (AMST)						
AMST-A 150	Introduction to Native American and Indigenous Studies – Introduction to Native American and indigenous cultures, literature, history, arts, values, lifeways, spirituality, and social and political institutions. Focuses on global/hemispheric elements, including North America.					
	Fudickar, C. / Kuhn, J.	3	25	26	39	Yes
AMST-G 751 (Graduate)	Seminar in American Studies (Revolution and Cold War in Latin American Literature) – Intensive study of specific topics in American culture and history with emphasis on developing skills in interdisciplinary research.					
	Cohn, D.	3-4	100	2	-	Yes
Anthropology (ANTH)						
ANTH-E 101	Sustainability and Society – How do humans relate to the environment? Addresses this question from cross-cultural, historical, scientific, and ethical perspectives. Considers current problems; examines how technical, socioeconomic and political changes transform people's use of natural resources. Students evaluate how societies vary in perceptions of nature and explore implications for behavior, decision making, and environmental change. (Taught by Latin Americanist)					
	Brondizio, E.	3	50	25	50	Yes
ANTH-E 208	Global Jazz, Reggae, and Hip-Hop: African Diasporic Music Beyond the African Diaspora – With focus on jazz, reggae, and hip hop, this course links musical production and consumption in the African diaspora to issues of social identity. Aspects of social identity considered include race, nation, religion, class, and gender. The course investigates the spread of these musical genres around the world.					
	Sterling, M.	3	25	N/A	24	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
ANTH-E 418	Globalization and Consumer Culture – Examines processes of globalization and economic and cultural integration, including the origin and spread of mass-consumer society. Topics include the theories of consumption, mass media and advertising, and the relationship between modernity and consumerism. Examples from Africa, Latin America, Asia, and the U.S. are included.					
	Gilley, B.	3	25	23	4	Yes
ANTH-E 421 ANTH-E 621	Food and Culture – Discussion of the economy of food production, trade and consumption on a global basis. Gives a cross-cultural and historical perspective on the development of cooking and cuisine in relationship to individual, national, and ethnic identity. Relates cuisine to modernity, migration, and forms of cultural mixing and Creolization.					
	Brown, L. / Robinson, J.	3	25	53	-	Yes
ANTH-E 422 AMST-A 399	Native American and Indigenous Media – Study of contemporary Native American and global indigenous representation and communication, including oral performance and media. Explores the poetics and politics of media and performance in the context of indigenous histories, cultures, and experiences of colonization. Examines the use of performance forms as symbolic resources in literature, film, the Internet, music and television. Addresses intersections of gender, class and race in indigenous media worlds.					
	Lepselter, S.	3	25	24	24	Yes
ANTH-E 428 ANTH-E 628 (Graduate)	Contemporary Latin American Social Movements – Compares and contrasts contemporary activist and grassroots movements throughout the Latin American region. Focuses on movements both within the region and within the Latin American diaspora in the U.S., organized around the rubrics of ethnicity, gender, resources, and environment.					
	Greene, S.	3	100	38	-	Yes
ANTH-E 527 (Graduate)	Environmental Anthropology – Graduate course on theory and method in the study of human-environment interactions. Emphasis on contemporary debates and approaches and on research design in environmental research. (Taught by Latin Americanist)					
	Brondizio, E.	3	50	8	-	Yes
ANTH-E 674 (Graduate)	Anthropology of Human Rights – This course investigates anthropology's theoretical and practical engagements with global social justice. It examines a number of texts central to the development of the notion of human rights, and explores several case studies oriented around a range of historical and contemporary human rights issues. (Taught by Latin Americanist)					
	Sterling, M.	3	25	10	10	Yes
ANTH-P 230	Archaeology of the Ancient Maya – This is a course about the ancient Maya. Lecture and discussion will cover what is known about the Maya past and how the past relates to the present day. Writing, architecture, mythology, mathematics, agriculture, political structure, and economy will be considered.					
	Pyburn, A.	3	100	38	-	Yes
ANTH-P 375 ANTH-P 575 (Graduate)	Food in the Ancient World – Examines the theoretical and methodological tools that archaeologists use to study food and foodways in ancient societies from a global anthropological perspective. Reveals how studying food and ancient foodways helps anthropologists gain insight into the economic, historic, and political realities of past peoples. (Taught by Latin Americanist)					
	King, S.	3	50	19	-	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Business (BUS)						
BUS-C 272	Global Business Immersion: Business Communication (Cuban Business: A New Frontier?) - After 8 weeks in the classroom, students travel - as a group - to the country or region emphasized in the course. In that location, they participate in relevant site visits while completing the academic parts of the course. In this section, students travel to Cuba.					
	Dayton, K.	3	100	22	22	Yes
BUS-D 272	Global Businesses Immersion: International Business Management - After 8 weeks in the classroom, students travel - as a group - to the country or region emphasized in the course. In that location, they participate in relevant site visits while completing the academic parts of the course. The sections listed here travel to Costa Rica.					
	Grimes, M.	3	100	24	24	Yes
BUS-M 272	Global Immersion: Marketing (Emerging Market: Marketing in Peru) - After 8 weeks in the classroom, students travel - as a group - to the country or region emphasized in the course. In that location, they participate in relevant site visits while completing the academic parts of the course. The sections listed here travel to Peru.					
	Gildea, J.	3	100	-	24	Yes
BUS-G 494	Public Policy and the International Economy - The goal of this class is to help students develop a sound understanding of the basic elements of international trade and finance and the effects of various international economic policies on domestic and world welfare. Topics on international trade will include the potential gains and losses from free trade agreements, the inclusion of labor standard in international trade agreements, globalization and its consequences on income distribution, and the global business practices within the bounds of anti-corruption laws. International agreements on regional trade liberalization (such as EU and NAFTA) and on multilateral trade liberalization (e.g., WTO) will be highlighted. Topics on international finance will include foreign investment, capital control, balance of trade, debt management, determination of foreign exchange rates, and international monetary system.					
	Hauskrecht, A.	3	25	72	59	Yes
BUS- L 302	Sustainability Law and Policy - The primary aim of the course is to provide students with a basic working knowledge of sustainability generally and environmental law and policy in particular, focusing on the U.S. but put in a global perspective. The course is designed to give students a deeper sense of the important relationship between law, ethics, business, and the natural environment and to encourage them to think critically about how best to manage these relationships. Core course content includes U.S. statutes, regulations, and international treaties dealing with managing waste, air and water pollution, public lands, and global environmental resources. Alternative ways of addressing environmental problems, such as market-based incentives, information disclosure requirements, and voluntary programs will also be considered.					
	Eskey, K.	3	25	40	46	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Collins Living-Learning Center (CLLC)						
CLLC-L 220	Uses of the Past (Stories from the Caribbean) - While many see the Caribbean as a fun vacation destination, in reality, it is a complex site of revolution, conquest, colonialism, development, growth, and decline. This course takes an interdisciplinary approach to studying the Caribbean, combining literature with sociological and anthropological theory and privileging the voices of the men and women of color who live these experiences. It explores links between ideas of identity, citizenship, migration, and belonging in order to understand a range of Caribbean experiences. Topics include: race, ethnicity, development, migration, and second generation migrant experiences.					
	Lynton, J.	3	100	12	-	No
Comparative Literature (CMLT)						
CMLT-C 110	Writing the World – Introduces composition skills applicable to all majors: topic and thesis development, finding and integrating evidence, drafting and revising, organization from introduction to conclusion. Uses short literary texts from diverse genres, periods, and national traditions for discussion and essay topics.					
	Varies	3	25	340	377	Yes
CMLT-C 111	Reading the World – Diverse literary genres and cultures from around the world explored through a comparative analysis of characters and themes in canonical and non-canonical texts, both ancient and modern.					
	Montesano, M. / Linard, M.	3	25	15	46	Yes
Comparative Literature at Other Indiana University Campuses						
CMLT-C 253	Third World and Black American Films - Black American films, both within the Hollywood “mainstream” and from independent producers; films from Africa, India, and Latin America. Discussion and analysis of the films and their cultural backgrounds. (Indiana University Northwest)					
	Barr, A.	3	25	1	-	No
College of Arts and Sciences (COLL)						
COLL-C 103	Critical Approaches: Arts and Humanities (Race, Love and Conquest) – In this class, we explore how “love” – especially transgressive love across races, classes, and cultures, or between same sex partners – is written up and told in myths and histories that have shaped our identity as “Americans.” This course destabilizes our popular assumptions about “whiteness” through an interrogation of how “otherness” has been envisioned and fabricated by European racial politics beginning with the discovery of the Americas. By exploring cannibalism, noble savage, and myths about the conquest of the Americas, this course presents an alternative approach to understanding the history of Western Civilization and of American society and culture.					
	Castañeda, Q.	3	75	92	102	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
COLL-C 103	Critical Approaches: Arts and Humanities (Transnational Hispanic Cinemas) - This course serves as a historical and critical overview of Latin American, Spanish, and U.S. Latina/o cinemas and their different transnational convergences via the circulation of themes, film financing, film styles, directors, actors, and genres. We will start by looking briefly at what factors can constitute a national cinema and what are the advantages and limitations of conceiving cinema within a national framework. We will then consider different theoretical conceptions of transnational cinemas and how those cinemas take form in Latin American, Spanish contexts, and U.S. contexts.					
	Risner, J.	3	100	60	-	No
COLL-C 104	Critical Approaches: Social and Historical (Global Tourism) – This course focuses on transnational tourism, a major aspect of globalization that involves the cross-cultural consumption of experience. It focuses on the complex relationships among different kinds of tourists, tourism organizations, cultural representations, and host communities. We begin the course with an overview of basic concepts in the study of tourism and travel and proceed to discuss several case studies from across the Americas. Students will become familiar with critical approaches to the analysis of tourism and travel from anthropology, religious studies, and related disciplines.					
	Selka, S.	3	75	-	57	No
COLL-C 104	Critical Approaches: Social and Historical (Chocolate, Food of the Gods) - Cacao enjoyed a long history in the great civilizations of Mesoamerica, immortalized in art and iconography and traded as a luxury good, long before it became the New World's gift to the Old. Some of the topics in this class will include the history of chocolate, the political economy of its production and marketing, its appearance in literature and art, the social life of chocolate, its preparation, the romantic and erotic aspects of chocolate, the great chocolate producers, the fine art of chocolate (luxury chocolate producers), Fair Trade chocolate, new markets, and new producers					
	Royce, A.	3	50	189	-	Yes
COLL-C 104	Critical Approaches: Social and Historical (Rise and Fall of Ancient Civilizations) – Introductory survey of ancient civilizations, focusing primarily on the Sumerian, Egyptian, Indus, Maya, Aztec, and Inca civilizations, which will consider the ways in which human choices, environment, technology, trade, warfare, religious beliefs, and other phenomena shaped their growth and decline.					
	King, S.	3	50	98	-	Yes
Economics (ECON)						
ECON-E 303	Survey of International Economics - Basis for and effects of international trade, commercial policy and effects of trade restrictions, balance of payments and exchange rate adjustment, international monetary systems, and fixed versus flexible exchange rates.					
	Stone III, J. / Mendoza, B.	3	25	63	48	Yes
ECON- E 331	International Trade - Theories of trade pattern, positive and normative aspects of trade and trade-related policies in competitive and non-competitive markets; effects of trade liberalization and economic integration; trade policies by developed and developing nations; international factor movements.					
	Beshkar, M. / Lugovskyy, V. / Lashkaripour, A.	3	25	150	156	Yes
ECON-E 337	Economic Development - Characteristics of economically underdeveloped countries. Obstacles to sustained growth; planning and other policies for stimulating growth; examination of development problems and experience in particular countries.					
	Buffie, E.	3	25	18	15	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Education (EDUC)						
EDUC-E 300	Elementary Education for Pluralistic Society - An overview of the principles of multicultural education. An introduction to major ethnic and minority groups in the U.S. An historical view of the status of culturally different learners in elementary schools. A focus upon teaching strategies and curricular innovations for culturally diverse classrooms.					
	Howell Beck, C.	3	25	181	184	Yes
EDUC-G 375	Multicultural Counseling Related Skills and Communication - The course serves as an introduction to multicultural counseling, skills, and communication. We will explore how culture influences behavior and how that knowledge can be applied in counseling-related skills. You will be asked to examine your own culture and how that has shaped your identity and world view as well as how that will impact you as a helping professional. We will also explore other cultures, understand the complexities related to intersectionality, and how this information can be utilized to best meet the needs of different groups.					
	Gonzalez, P. / Murphy, Q. / Lee, C.	3	25	57	62	Yes
EDUC-H 525 (Graduate)	Anthropology of Education - The bearing of modern and contemporary anthropological thought and cultural theory on selected problems of education; interdisciplinary approach to educational theory; designed for graduate students in education.					
	Levinson, B.	3	25	19	13	Yes
EDUC-H 540 (Graduate)	Sociology of Education - Examines the role of schools in society; the interaction between schooling as a social institution and other institutions of society; the effects of society on educational processes and practices; the functioning and characteristics of schools as formal organizations; and the contribution of schooling to social system maintenance and change.					
	Martinez, S.	3	25	18	21	Yes
EDUC-H 551 (Graduate)	Comparative Education - Introduction to the comparative method in the study of educational systems in different societies. Provides students with conceptual and methodological tools from the field of education and related disciplines—such as sociology, political science, anthropology, and economics—for studying societal school systems in depth and making international and cross-cultural comparisons.					
	Sutton, M.	3	25	9	-	Yes
EDUC-H 637 (Graduate)	Topical Seminar: History of Latino Education					
	Danns, D.	3	100	4	-	No
EDUC-H 637 (Graduate)	Topical Seminar: Sociology of Higher Education					
	Martinez, S.	3	25	12	-	No
EDUC-H 637 (Graduate)	Topical Seminar: Globalization and Education Reform					
	Levinson, B.	3	50	-	11	No
EDUC-H 637 (Graduate)	Topical Seminar: Transnational Migration in Education					
	Levinson, B.	3	50	-	8	No

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
EDUC-L 600 (Graduate)	Issues in Literacy, Culture, and Language Education - Explores research and arguments related to current issues in first and second language education with focus upon issues in learning, instruction, assessment, and policy. Studies and interrelates research done in the areas of reading, English education, and second language education.					
	Medina, C.	3	25	15	-	N/A
EDUC-L 630 (Graduate)	Topics in Literacy, Culture and Language Education (Language, Policy, Planning and Revitalization from Multiple Perspectives)					
	Coronel-Molina, S.	3	50	14	-	N/A
EDUC-L 630 (Graduate)	Topics in Literacy, Culture and Language Education (Ethnographic Perspective in Literacy, Culture and Language Education)					
	Coronel-Molina, S.	3	100	4	-	N/A
EDUC-L 630 (Graduate)	Topics in Literacy, Culture and Language Education (International Perspectives on research in second/foreign language teacher education and professional development)					
	Pawan, F.	3	25	-	8	N/A
EDUC-M 300	Teaching in a Pluralistic Society - Introduces students to teaching as a profession. Students focus upon the “self as teacher,” learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.					
	Staff	3	25	145	140	Yes
English (ENG)						
ENG-L 112	Experiencing World Cultures through Literatures in English (Reading the Caribbean) - Investigates a diversity of world cultures and examines various literary representations (written in English) of their imaginative, emotional, and moral experiences.					
	Halloran, V. / Harrison, M.	3	100	-	33	Yes
ENG-L 643 (Graduate)	Readings in Colonial and Post Colonial Literature - Study of literatures within the historical, cultural, and political context of European colonialism and anti- or post-colonial resistance.					
	Bose, P.	4	25	-	7	N/A
Folklore and Ethnomusicology (FOLK)						
FOLK-E 112	Black Music of Two Worlds - An exploration of the relationships among musics of West and Central African people and their descendants in the U.S., Latin America, and the Caribbean. Emphasis placed on the conceptual and aesthetic continuities between musical expression in Old and New World contexts—a uniformity which exists because of shared African cultural ancestry.					
	Burnim, M	3	75	18	-	N/A
FOLK-F 316 FOLK-F 804 (Graduate)	Caribbean Arts and Cultures - Explores traditional forms of verbal expression, music, dance, and visual art in Anglophone, Hispanophone, and Francophone countries in the Caribbean. Examines art forms in relation to specific historical and social contexts and broader processes of colonialism, social stratification, creolization, urbanization, nationalism, and decolonization in the region.					
	Dirksen, R.	3	100	-	25	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
FOLK-F 356 FOLK-F 804 (Graduate)	Chicano Folklore/Folklife/Folk Music - The folk traditions of Mexican Americans as a reflection of the historical experience and cultural identity of this people within the U.S. Mexican heritage, Anglo and black influences, and the blending of these elements into a unique cultural entity.					
	Morales, E. / McDowell, J. / Stuempfle, S. /	3	100	65	9	Yes
Geography (GEOG)						
GEO-G 441 GEO-G 520 (Graduate)	Migration and Mobility - Geographers are turning attention to the processes that drive, regulate, and accompany various scales of movement, the politics of mobility, and the experience and effect of mobility, in order to better investigate processes like globalization, migration, tourism, homelessness, security and transport, and international flows in more nuanced ways.					
	Ashutosh, I.	3	25	-	9	N/A
GEO-G 448	Capitalism and Nature - How has nature been appropriated, reworked, and produced under capitalism; conversely, how does the materiality of nature shape the conditions of capitalism? In this seminar, we will investigate how relations between capitalism and nature have evolved from the end of feudalism through the current neoliberal era.					
	Lave, R.	3	25	-	19	N/A
GEO-G 461 GEO-G 561 (Graduate)	Human Dimensions of Global Environmental Change - Introduction to global environmental change, focusing on the human causes and consequences of biophysical transformations of land systems. Emphasis on socioeconomic, political, institutional, and environmental dimensions of land change; tropical forests, grasslands, and urbanizing areas; international environmental regimes; spatial methodologies in GEC research, and integrated approaches.					
	Evans, T.	3	25	8	-	N/A
Geography at Other Indiana University Campuses						
GEO-G 323	Geography of Latin America - Geographical analysis of the terrain, resources, climate, culture, and historical and economic development of the nations south of the Rio Grande. (Indiana University Southeast)					
	Galvin, P.	3	100	Not Listed	30	N/A
Gender Studies (GNDR)						
GNDR-G 215	Sex and Gender in Cross-Cultural Perspective - Investigation of forms in which gender, gender markings, gender meanings, and gender relations are arranged in different cultures of the world. Assessment of debates concerning the global salience of feminist claims about women's "oppression," political mobilization around gender, body rituals marking masculinity and femininity, indigenous women, and resistance to gender formations beyond Euro-American borders.					
	Foster, L.	3	25	-	30	N/A
GNDR-G 250	Race, Sexuality and Culture - Examines the construction of sexuality and sexuality studies while analyzing the intersection of race and ethnicity in the production of knowledge and particular social categories that shape racial communities and sexual cultures.					
	Fair, F.	3	25	26	35	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Gender Studies at Other Indiana University Campuses						
WGS-W 301	International Perspectives on Women - Feminist analysis of women's legal, social, and economic status in two or more cultures other than those of the United States, Canada, Australia, New Zealand, and Europe. Interdisciplinary approach. (Indiana University Northwest)					
	Azodo, A.	3	25	14	-	No
History (HIST)						
HIST-W 200	Issues in World History (Soccer) - Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.					
	Machado, P.	3	25	57	-	No
HIST-W 200	Issues in World History (The Social History of War) - Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.					
	Guardino, P.	3	25	57	-	No
HIST-F 200	Issues in Latin American History (US Interventions in Latin America) - Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will usually be broad subjects that cut across fields, regions, and periods.					
	Gould, J. / James, D.	3	100	-	63	N/A
HIST-F 336 LTAM-L 426	Modern Central American History - Analyzes the contemporary conflicts in Central America by placing them in historical perspective. Includes such topics as the relation between socioeconomic structures and politics, the impact of World War II and agro-export development, agrarian reform, revolution, democratization, and relations with the U.S.					
	Gould, J.	3	100	-	30	Yes
HIST-H 340 LTAM-L 426	Modern Argentina - Modern Argentina from Independence to the Contemporary era. Focuses on the historical development of the modern Argentine nation-state and the roots of its unique social, cultural, and political formations.					
	James, D.	3	100	16	32	Yes
HIST-H 346	Modern Mexico - Places contemporary Mexico in historical perspective, focusing on the nineteenth and twentieth centuries. Topics include nineteenth-century social and political movements; the causes and consequences of the 1910 revolution; the formation of Mexico's political system; problems of economic growth; and the changing patterns of gender, class, and ethnicity in Mexican society.					
	Guardino, P.	3	100	17	20	Yes
HIST-J 400	Seminar in History (Oral History) - Capstone course, generally taken in senior year. Students will discuss and analyze primary and/ or secondary sources and undertake a substantial project demonstrating mastery of the historian's skills. (Taught by Latin Americanist)					
	James, D.	3	50	27	-	N/A
HIST-J 400	Seminar in History (Revolutions and Counter-Revolutions) - Capstone course, generally taken in senior year. Students will discuss and analyze primary and/ or secondary sources and undertake a substantial project demonstrating mastery of the historian's skills.					
	Gould, J.	3	100	-	20	N/A

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
HIST-H 765 (Graduate)	Seminar in Latin American History (Revolution, Counter-Revolution, and Neo-Liberalism) – The theme of this course is the promise and failure of radical labor and popular movements during the 1960s and 1970s and the subsequent emergence of neoliberalism in the 1980s. It also examines challenges to neoliberalism from the left.					
	Gould, J.	4	100	-	12	N/A
History (Other Indiana University Campuses)						
HIST-F 341	Latin America: Conquest and Empire - The colonial period: Spanish, Portuguese, Indian, and African backgrounds; discovery, conquest, and settlement; economic, social, political, religious, and cultural life; the movement toward independence. (IUPUI)					
	Snodgrass, M.	3	100	N/A	34	Yes
HIST-F 342	Latin America: Evolution and Revolution since Independence - National period: the struggle for independence; the nineteenth-century attempts to achieve political stability and economic progress; the efforts to attain social justice in the twentieth century, with emphasis on common problems. (IUPUI)					
	Snodgrass, M.	3	100	N/A	22	Yes
HIST-F 346	Modern Mexico - Survey of Mexican history from the late 1800s to the present. Focuses on causes for and long-term consequences of Mexico's 1910 revolution. (IUPUI)					
	Snodgrass, M.	3	100	24	N/A	Yes
HIST-F 347	History of U.S.-Latin American Relations - This course examines the history of diplomatic, economic, and cultural relations between the U.S. and Latin America from the late 1700s to the present. (IUPUI)					
	Snodgrass, M.	3	100	22	N/A	Yes
HIST-H 521 (Graduate)	Special Topics in Africa/Asia/ Lat. American Studies (Colonial Latin America) (IUPUI)					
	Snodgrass, M	3	100	N/A	2	N/A
HIST-H 521 (Graduate)	Special Topics in Africa/Asia/ Lat. American Studies (Latin America since Independence) (IUPUI)					
	Snodgrass, M	3	100	N/A	1	N/A
HIST-F 341	Latin America: Conquest and Empire - The colonial period: Spanish, Portuguese, Indian, and African backgrounds; discovery, conquest and settlement; economic, social, political religious, and cultural life; the movement toward independence. (Indiana University East)					
	Nemcik, C.	3	100	N/A	16	N/A
HIST-F 300	Issues in Latin American History: Myths of Conquest - Study and analysis of selected historical issues and problems of limited scope. Topics will vary but usually cut across fields, regions, and period. (IU South Bend)					
	Froysland, H.	3	100	N/A	N/O	Yes
HIST-H 211	Latin American Culture and Civilization I - Geography. African, Indian, Spanish, Portuguese heritage. Discovery and Conquest. Clash of cultures. Spanish empire. Society, culture, economics, politics, Bourbon reform, independence, new republics. (IU South Bend)					
	Froysland, H.	3	100	N/O	N/A	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
HIST-F 100	Issues in Latin American History - The coming together of the three races in the New World; the construction of a social, political, and economic order; the resilience and/or fragility of the social, political, and economic order in modern times. (Indiana University Southeast)					
	Dauer, Q.	3	100	Not Listed	33	N/A
International Studies (INTL)						
INTL-I 100	Introduction to International Studies - This introductory, interdisciplinary course exposes students to the various academic approaches essential to international studies and to the various concentrations that comprise the major					
	Various	3	25	408	391	Yes
INTL-I 202	Global Health and Environment - Examination of pressing health and environmental challenges around the world, such as deforestation, climate change and the spread of infectious diseases. Focuses on the interaction of health and environmental problems that cross national borders and require a multinational or global effort to solve.					
	Various	3	25	123	219	Yes
INTL-I 220	Global Connections - Focuses on globalization as manifested in the shaping of intercultural communication, artistic expressions, collective identities and human rights discourses from comparative and international perspectives.					
	Various	3	25	133	161	Yes
INTL-I 222	Global Health Connections - Focuses on the non-medical determinants of health in communities and societies around the world, as well as on the most important health challenges the world faces. One of the main goals is to understand and evaluate the importance of local contexts and global processes in addressing health issues today, while also engaging in discussions about human rights, ethics, inequalities, and pragmatic and global solidarity.					
	Siqueira, A.	3	25	92	83	Yes
INTL-I 302	Advanced Topics in Global Health and Environment (Global Healing) - Advanced topics examining pressing health and environmental challenges around the world. Focuses on the interaction of health and environmental problems that cross national borders and require a multinational or global effort to solve.					
	Kane, S.	3	25	18	26	Yes
INTL-I 302	Advanced Topics in Global Health and Environment (Women's Rights and Health) - Advanced topics examining pressing health and environmental challenges around the world. Focuses on the interaction of health and environmental problems that cross national borders and require a multinational or global effort to solve.					
	Siqueira, A.	3	25	-	22	N/A
INTL-I 304	Advanced Topics in Human Rights and International Law (Bodies Under Fire: Gender, Violence, and Human Rights) - Advanced topics focusing on human rights discourse and the role international law, treaties and conventions play in addressing these rights globally. Topics are interdisciplinary in theory and method.					
	Kousaleos, N.	3	25	30	44	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
INTL-I 304	Advanced Topics in Human Rights and International Law (Human Rights in Everyday Life: Passageways and Chronicles) - Advanced topics focusing on human rights discourse and the role international law, treaties and conventions play in addressing these rights globally. Topics are interdisciplinary in theory and method.					
	Parnell, P.	3	25	-	7	N/A
Latino Studies (LATS)						
LATS-L 101	Introduction to Latino Studies - General inquiry into the historical and cultural heritage of Latinos who have lived or currently live in what is today the U.S. Through readings and discussions, the course studies the varied histories of Mexican, Puerto Rican, Cuban, and other Latin American peoples in the U.S.					
	Martinez-Rivera, M./Lemus, S.	3	50	46	52	Yes
LATS-L 102	Introduction to Latino History - An introduction and overview of Latino issues beginning with a brief examination of the histories of the major Latino national groups of origin in the U.S. Most of the course will examine a number of topics and issues that are key to understanding contemporary Latinos, e.g., immigration, language, education and employment.					
	Martinez-Rivera, M./Lemus, S.	3	50	48	33	Yes
LATS-L 104	Latinas in the U.S. - Although many believe Latinas arrived only recently, thousands of Latinas can trace their ancestry in territories that later became part of the U.S. as early as the sixteenth century. Examines how Latinas' experiences and cultural expressions are shaped by intersections of race, gender, and class.					
	Martinez, S.	3	50	19	17	Yes
LATS-L 200	American Borderlands - This course will examine lived experience in the North American Borderlands. It will touch on themes of migration, empire, race, gender, indigenous and imperial actors and their cultural production, and ethnic, racial and national identities in present-day borderlands between the U.S., Canada, Mexico, the Pacific, and the Caribbean.					
	Ramirez, J.	3	50	75	78	Yes
LATS-L 220	Introduction to Latino Literature - Introduction to literature by and about Latinos and Latinas in the U.S. including poetry, short fiction, drama, essays, autobiographies, and novels. Examines representative forms of writings from a variety of Latino subgroups.					
	Varon, A.	3	25	23	23	Yes
LATS-L 396	Social and Historical Topics in Latino Studies (Latino Gangs and Cartels: Crime, Culture, and Social Network) - Study of historical and current issues affecting Latino communities and Latino integration into U.S. mainstream society.					
	Morales, E.	3	25	25	30	Yes
LATS-L 398	Arts and Humanities Topics in Latino Studies (Latino Folklore) - Examination of literature, art, music, performance, and other forms of aesthetic expression pertaining to the study and understanding of Latinos.					
	Morales, E.	3	25	10	26	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Latino Studies at Other Indiana University Campuses						
LATS-L 101	Introduction to Latino Studies - General inquiry into the historical and cultural heritage of Latinos who have lived or currently live in what is today the U.S.. Through readings and discussions, the course studies the varied histories of Mexican, Puerto Rican, Cuban and other Latin American peoples in the U.S. (IUPUI)					
	Fleming, A. / Vargas Vila, J. / Borders S.	3	50	180	162	Yes
LATS-L 228	An Interdisciplinary Look at US Latino/a Identities - Exploration of historical and contemporary constructions of Latino/a identities and experiences in the U.S. Emphasizes trans-cultural social contexts, racial formations, and intersections with other identities, including class, sexuality, and gender. (IUPUI)					
	James, E.	3	25	37	19	Yes
LATS-L 350	Contemporary Issues in Latino Studies: Latino in the US: Origins and Prospects - This course will provide a theoretical overview of themes important to understanding Latino communities and also examine how the relationships between Latinos and non-Latinos help determine their perceptions of the U.S. and each other. (IUPUI)					
	Multiple	3	50	40	33	Yes
CHRI-C 101	Introduction to Latino Studies - Introduction to the most important themes of the Chicano and Puerto Rican experiences from the perspectives of arts, education, folklore, history, literature, music, political science, and sociology. (IU Northwest)					
	Contreras, R.	3	75	30	-	Yes
CHRI-C 351	Latino Culture and Society - This course will be a survey of Latino culture and society in the United States. There will be an emphasis on how Latinos have used forms of cultural expression to interpret their experience in this country. (IU Northwest)					
	Contreras, R.	3	25	18	-	No
CHRI-C 352 HIST-A 352	History of Latinos - Latino experience in the U.S.; economic and social factors of the Latino role in a non-Latino nation. (IU Northwest)					
	Contreras, R.	3	50	31	10	Yes
CHRI-C 444 SPAN-S 290	History of Mexico - Brief survey of the colonial period and independence movement. Ideological conflicts within Republic. Revolution of 1910. Relationship with United States from Mexican viewpoint. (Indiana University Northwest)					
	Gonzalez, E.	3	100	19	7	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Maurer School of Law (LAW)						
LAW-B 575 LTAM-L 526 (Graduate)	Constitutional Design in Multi-Ethnic Countries - In the twenty-first century, more countries than ever before are searching for a constitution tailored to their own challenges and traditions, in the hope that proper constitutional design can improve their politics and social relations. This course will consider how such countries can design a constitution. It will consider the choices open to constitutional designers on a range of subjects, such as the different electoral systems, styles of federalism, and approaches to civil/military relations, and it will examine what we know (or think we know) about the likely consequences of the various choices. Students will then put this knowledge to work: in teams, they will choose a real country in the world and design a good constitution for it, through several short papers and one long paper written over the course of the semester. Extensive research into the constitutional history, traditions, politics, and social relations of the chosen country will be required, so as to draft a constitution closely tailored to conditions on the ground.					
	Williams, D.	3	25	13	13	Yes
Labor Studies (LSTU)						
Labor Studies at Other Indiana University Campuses						
LSTU-L 290	Topics in Labor Studies: Latinos, Labor, and Migration in the US – Special topics. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. (IU South Bend)					
	Casey, G.	3	50	N/A	N/A	Yes
Liberal Studies (LBST)						
Liberal Studies at Other Indiana University Campuses						
LBST-D 501 (Graduate)	The Not-So-Cold War in Latin America – Explores Latin America as a key hot spot in the Cold War, with a focus on the Cuban Revolution, Southern Cone military dictatorships, and Central American civil wars. Emphasis on the role of the U.S. (IU South Bend)					
	Froysland, H.	3	100	N/A	-	No
Latin American and Caribbean Studies (LTAM)						
LTAM-L 200	Topics in Latin American Studies: Indigenous Rights and Neoliberalism / Tourism, Culture, and Politics – Variable topics course on a specific issue, debate, or theme in contemporary Latin America. (Indigenous Rights and Neoliberalism was offered Fall 2016; Tourism, Culture, and Politics was offered Spring 2017.)					
	Castañeda, Q.	3	100	8	-	N/A
LTAM-L 210 HIST-H 211	The Latin American Experience – Introduction to Latin America: geography, heritage, and process from pre-Columbian civilizations to colonies and nations.					
	Díaz A. / Castañeda, Q.	3	100	28	12	Yes
LTAM-L 211 HIST-H 212	Contemporary Problems in Latin America – Introduction to pertinent problems of twentieth-century Latin America, such as industrialization, urbanization, revolution, and self-expression.					
	McGraw J/Castañeda Q	3	100	14	11	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
LTAM-L 275	Altered States: Spirituality, Power, Healing – Explores meanings and practices of altering consciousness, also known as “shamanism,” in relation to spirituality and spiritualism and to health and healing of individuals and communities. Considers ethnographic and historical contexts throughout the Americas, with a focus on Latin American cultures, especially Maya, Huichol, Andean, Mestizo, and Mapuche.					
	Castañeda, Q.	3	100	22	30	Yes
LTAM-L 426 LTAM-L 526 (Graduate)	Special Topics: Latin American Politics Through Film – Intensive study and analysis of selected Latin American and Caribbean problems of limited scope within an interdisciplinary format. Topics will vary but will ordinarily cut across fields, regions, or periods.					
	Stein, E.	3	100	12	-	N/A
LTAM-L 501 (Graduate)	Introduction to Latin American Graduate Studies – Offers an introduction to a history of area studies and Latin American and Caribbean Studies, an overview of its interdisciplinary theoretical and methodological perspectives, and the analytical tools necessary to produce a grant proposal and conduct research.					
	Saitta, A. / Castañeda, Q.	3	100	7	8	Yes
Music (MUS)						
MUS-M 413 MUS-M 513 (Graduate)	Topics in Latin American Music (History and Performance of Latin American Music)					
	Wallace, W.	3	100	-	10	N/A
MUS-M 510 MUS-M 690 (Both Graduate)	Topics in Music Literature (Music of Colonial Latin America) – This seminar offers a survey of the music that survives from colonial Latin America, tracing its stylistic changes in light of contemporary European practice and local uses. Topics include surviving source materials, music’s function in the various strata of society, musical genres and their defining characteristics, musical instruments, and composers, performers, and audiences.					
	Borg, P.	3	100	8	-	Yes
MUS-M 510 MUS-M 690 (Graduate)	Topics in Music Literature (Music and Nationalism in Latin America) – This course surveys music from Latin America, tracing its stylistic changes in light of European “common practice” and the ultimate incorporation of various local traditions fostering a sense of national music. Topics include the political/geographical background, music’s function in the various strata of society, elements that create a sense of nationalism, musical genres and their defining characteristics, musical instruments, composers, performers, and audiences					
	Borg, P.	3	100	-	12	Yes
MUS-X 414	Latin American Ensemble					
	Galvin, J.	2	100	10	9	Yes
MUS-Z 213	Latin American/Latino Popular Music Culture – An introduction to Latin American and Latino popular music genres, their historical and cultural contexts, and their impact in the U.S.					
	Leon, J.	3	100	-	69	Yes
MUS-Z 284	Music in Global Cinema – An introduction to the use of music in a wide variety of global films. Basic concepts of film music analysis and study of films organized by geographical units (India, East Asia, Africa, Latin America, Iran), including a unit on political film and music documentaries. Introduction to the soundtrack of each film and its roots in musical culture.					
	Bishop, D.	3	25	30	31	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Political Science (POLS)						
POLS-Y 107	Introduction to Comparative Politics (World Politics) - Examines countries around the world to investigate fundamental questions about politics. Topics include democratic development, promotion of economic prosperity, maintenance of security, and management of ethnic and religious conflict.					
	Razo, A. / MacLean, L.	3	50	95	90	Yes
POLS-Y 243	Governance and Corruption Across the World - Analysis of problems of governance and corruption in developing and/or more developed countries. Examines conditions for effective governance and challenges to economic growth and provision of public goods. Addresses political causes and consequences of corruption. Case studies will vary and may be drawn from Asia, Latin America, Africa, Central and Eastern Europe, and North America.					
	MacLean, L.	3	25	-	33	N/A
POLS-Y 343	The Politics of International Development - Examines the key debates and issues regarding how "poor" countries develop economically and socially. Analyzes the interactions between politics and economics in the development process at the global, national, and local levels. Cases for comparison will include countries from Africa, Latin America, Asia, and the Middle East.					
	Schon, J.	3	25	21	-	N/A
POLS-Y 490	Senior Seminar in Political Science (Political Violence: Military Coups)					
	Thompson, W.	3	25	14	-	N/A
POLS-Y 681 (Graduate)	Readings in Comparative Politics					
	Razo, A. / Helwig, T.	1-4	50	3	1	N/A
Political Science at Other Indiana University Campuses						
POLS-Y 337	Latin American Politics - Comparative analysis of political change in major Latin American countries, emphasizing alternative explanations of national and international developments; examination of impact of political parties, the military, labor and peasant movements, Catholic Church, multinational corporations, regional organizations, and U.S. on politics; public policy processes in democratic and authoritarian regimes. (IU South Bend)					
	Lisoni, C.	3	100	N/A	N/O	Yes
POLS-Y 337	Latin American Politics - Analysis of political change in major Latin American countries, emphasizing alternative explanations of national development; brief historical overview with examination of the impact of political culture, the military, labor, political parties, peasant movements, the Catholic Church, multinational corporations, and the U.S. on politics and the study of public policy processes in democratic and authoritarian regimes. (IU Southeast)					
	Staten, C.	3	100	Not Listed	24	N/A

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Portuguese (HISP-P)						
HISP-P 290	Introduction to Portuguese: Arts and Culture - An introductory course on the arts and culture (e.g., literature, film, painting, music, architecture) of the Portuguese-speaking world, including Portugal, Brazil, and Portuguese-speaking Africa and Asia. Taught in English.					
	Vieira, E.	3	50	8	-	Yes
HISP-P 317	Reading and Conversation in Portuguese - Emphasis on conversational and reading skills using plays, short stories, poetry, and novels from Brazil, Portugal, and Lusophone Africa. Students will also be introduced to the basics of literary appreciation.					
	Vieira, N. / Namorato, L.	3	50	11	7	Yes
HISP-P 400 HISP-P 500 (Graduate)	Literatures of the Portuguese-Speaking World I - The course emphasizes the unity and diversity of the literature in the major Portuguese-speaking areas of the world: Brazil, Portugal, and Lusophone Africa. Starting with the development of one literature in distinct geographical areas (the Portuguese colonies), it shows the changes that take place when new national literatures become a reality.					
	Vieira, E.	3	50	14	-	Yes
HISP-P 401	Literatures of the Portuguese-Speaking World II - A survey of the literatures from Brazil, Portugal, and Lusophone Africa. Lectures and discussions of selected works by representative authors of the major literary periods.					
	Namorato, L.	3	50	6	-	Yes
HISP-P 410 HISP-P 510 (Graduate)	Brazilian Cinema - A survey of Brazilian cinema from the beginning of the twentieth century to present day. Taught in English.					
	Namorato, L.	3	100	10	-	Yes
HISP-P 412 HISP-P 512 (Graduate)	Brazil: The Cultural Context - Integrates historical, social, and cultural information about Brazil.					
	Namorato, L.	3	100	-	9	Yes
HISP-P 470 HISP-P 570 (Graduate)	Poetry in Portuguese - Historical survey of poetry in Portuguese. Emphasis on major authors from Brazil, Portugal, and Lusophone Africa.					
	Vieira, E.	3	50	-	12	Yes
HISP-P 475 HISP-P 575 (Graduate)	Theatre in Portuguese - A survey of theatre in the Portuguese language from the sixteenth century to the late twentieth century. Particular attention will be given to the social and historical context in which works were produced.					
	Vieira, E.	3	50	-	12	Yes
HISP-P 676 (Graduate)	Machado de Assis – Class about the works of Brazilian writer Machado de Assis.					
	Namorato, L.	3	100	7	-	No
HISP-P 751 (Graduate)	Seminar-Brazilian Literature (Afro-Brazilian Experience) – This seminar familiarizes students with a range of materials about the African-Brazilian experience, with emphasis on literary production by authors of various racial backgrounds. While the primary focus is literature, it includes other areas like history and sociology. In addition to race, it explores intersections with gender, class, and diaspora.					
	Namorato, L.	3	100	-	7	No

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Sociology (SOC)						
SOC-S 335	Race and Ethnic Relations - Relations between racial and ethnic minority and majority groups; psychological, cultural, and structural theories of prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.					
	Various	3	25	156	147	Yes
Sociology at Other Indiana University Campuses						
SOC-S 362	World Societies and Cultures (Costa Rica) - An analysis of the social, cultural, political, and historical foundations of societies and cultures from around the world. (Indiana University South Bend)					
	Sernau, S.	3	100	N/A	6	Yes
SOC-B 399	Human Behavior and Social Institutions - Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior. (Indiana University South Bend)					
	Sernau, S.	3	100	N/A	2	Yes
Spanish (HISP-S)						
HISP-S 324	Introduction to the Study of Hispanic Cultures - Introduces the formal elements common to cinema and the terms of film analysis in Spanish. Provides a basic understanding of cultural and historical factors that have influenced film production in Latin America and Spain.					
	Various	3	50	494	512	Yes
HISP-S 328	Introduction to Hispanic Literature - Develops skills needed for more advanced study of Hispanic literatures through the reading and analysis of texts in at least three literary genres.					
	Various	3	50	335	526	Yes
HISP-S 334	Panoramas of Hispanic Literature - A panoramic introduction to the study of Hispanic literature in its literary-historical development, through a variety of literary genres.					
	Myers, K.	3	50	39	27	Yes
HISP-X 370	Experiential Learning in Spanish - Enables undergraduates to make intellectual connections between scholarly pursuits and community involvement. Students arrange 1 credit hour of service work on a creative project that benefits a community, or with local or international nonprofit organizations, government agencies, activist groups, or foundations. Requires a reflection paper on the experience.					
	Herrera, I. / Mejias-Lopez, A.	1	100	-	16	Yes
HISP-S 412	Spanish America: The Cultural Context - A course that integrates historical, social, political, and cultural information about Spanish America.					
	Rosenthal, O. / Myers, K.	3	100	23	23	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
HISP-S 413	Hispanic Culture in the U.S. - Integrates historical, racial, political, and cultural information about Hispanics in the U.S.					
	Guzman, R.	3	50	22	24	Yes
HISP-S 417	Hispanic Poetry - Study of major aspects, movements, or directions of Hispanic poetry from the Middle Ages to the present.					
	Vila-Belda, R.	3	25	20	-	N/A
HISP-S 420	Modern Spanish-American Prose Fiction - Spanish-American prose fiction from late nineteenth-century modernism to the present.					
	Cohn, D.	3	100	21	-	N/A
HISP-S 422	Hispanic Cinema - Analysis and interpretation of Hispanic films, with an emphasis on the study of their formal aspects.					
	Risner, J. / Dinverno, M.	3	50	23	20	Yes
HISP-S 435	Literatura Chicana y Puertorriqueña - Works in Spanish by representative Chicano and Puerto Rican authors of the U.S. Cultural values and traditions reflected in both the oral and written literatures.					
	Guzman, R.	3	50	21	19	Yes
HISP-S 471	Spanish American Literature I – Introduction to Spanish-American literature.					
	Myers, K. / Rosenthal, O.	3	100	23	19	Yes
HISP-S 474	Hispanic Literature and Society (The Cold War, Revolution, and Counter-Revolution in Spanish American and Latino/a Literature) - Writers and their works in social, political, economic, and cultural context.					
	Cohn, D.	3	100	17	-	N/A
HISP-S 479	Mexican Literature and Society - Mexican literature from independence to the present, with a variable topic and focus.					
	Myers, K.	3	100	10	-	N/A
HISP-S 481	Hispanic American National/Regional Literatures - Study of national and/or regional literatures of Hispanic America.					
	Dove, P.	3	100	-	13	N/A
HISP-S 498	Readings for Honors – A combination of individuals who take Spanish literature classes with an additional required essay.					
	Whichever class an honors student joins.		50	7	9	Yes
HISP-S 499	Honors Research in Spanish					
	Diaz-Campos, M.	1-3	50	8	6	Yes
HISP-S 538 (Graduate)	Spanish Literature of the Eighteenth and Nineteenth Centuries - Focuses on the major works of the period of all genres (poetry, fiction, drama, essay) and covers the main intellectual trends: Enlightenment, Romanticism, Realism, and Naturalism. Traces issues such as emerging genres, class and power, gender and sexuality, and nation formation.					
	Illas, E.	3	50	-	7	Yes
HISP-S 548 (Graduate)	Spanish Literature of the Twentieth and Twenty-First Centuries - Survey of literature from the beginning of the twentieth century to the present. May include a variety of genres (e.g., narrative, poetry, drama, and film) and examine a range of issues (e.g., power, gender, nation, and exile).					
	Vila-Belda, R.	3	50	7	-	N/A

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
HISP-S 558 (Graduate)	Colonial Spanish American Literature - Surveys the central literary-historical movements and texts in Spanish America from 1492 to 1820. Includes a study of the chronicles, mid-colonial poetic and autobiographical forms, and pre-independence literature.					
	Myers, K.	3	100	12	-	N/A
HISP-S 568 (Graduate)	Nineteenth- and Early Twentieth-Century Spanish American Literature - Survey of the nineteenth- and early twentieth-century drama, essay, prose, and poetry. Emphasizes the introduction of Romanticism, literature gauchesca, positiv-ism, modernismo, Realism, and Naturalism. Primary readings may include, among others, Bolívar, Bello, Heredia, Avellaneda, Sarmiento, Echeverría, Isaacs, Hernández, Palma, Darío, Quiroga, and F. Sánchez.					
	Mejias-Lopez, A.	3	100	-	6	N/A
HISP-S 578 (Graduate)	Twentieth- and Twenty-First Century Spanish American Literature - Survey of Spanish American poetry, prose, and theatre of the 20 th and 21 st centuries. Examines movements such as la vanguardia, the “new narrative,” the Boom and post-1970s narrative trends.					
	Risner, J.	3	100	-	7	N/A
HISP-S 588 (Graduate)	U.S. Latino and/or Caribbean Literature - Survey of Chicano, Continental, Puerto Rican, Cuban-American, and other U.S. Latino literature written in Spanish, English, or both. Emphasis on the Hispanic literary, linguistic, and cultural dialectic with English-speaking society. The course will be conducted in Spanish.					
	Birkenmaier, A.	3	100	10	-	N/A
HISP-S 659	Topics in Spanish American Literature (Conquest, Colonialism and Contemporary Mexico) - Topics may include the chronicles and early modern theories of representation, indigenous writing and identities, el barroco de indias in poetic and prose genres, life writings (vidas) and gender, and paleographic study of archival texts.					
	Myers, K.	3	100	-	12	N/A
HISP-S 678	Topics in Contemporary Spanish American Literature (Paranoia in Hispanic Film and Literature) - The literature and culture of Spanish America from the beginning of the twentieth century to the present. Topics may include the Boom, magic realism, modernity, revolution and politics, gender and sexualities, race, and ethnicity.					
	Risner, J.	3	100	10	-	N/A
HISP-S 688	Topics in U.S. Latino and/or Caribbean Literature (Revolution and Cold War Latino/a Lit) - Study of problems, research trends, and topics in U.S. Latino and/or Caribbean poetry, prose, drama, and essay. Topics may include border studies, identity formation, post-colonial theory, issues of exile and diaspora.					
	Cohn, D.	3	100	7	-	N/A
Spanish at Other Indiana University Campuses						
SPAN-S 360	Introduction to Hispanic Literature - Using fiction, drama, and poetry from both Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis. (IU-Purdue University Indianapolis)					
	Brant, H.	3	75	37	21	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
SPAN-S 363	Introduction to Hispanic Culture - Introduction to the cultural history of Spanish-speaking countries with emphasis on its literary, artistic, social, economic, and political aspects. (IU-Purdue University Indianapolis)					
	Vargas-Vila, J.	3	100	47	33	Yes
SPAN-S 412	Spanish America: The Cultural Context - A course to integrate historical, social, political, and cultural information about Spanish America. (IUPUI)					
	Vargas-Vila, J. / Brant, H.	3	100	18	15	Yes
SPAN-S 470	Women and Hispanic Literature - The Hispanic woman within her cultural context through literary texts. Topics such as women authors, characters, themes, and feminist criticism. (IUPUI)					
	Tezanos-Pino, R.	3	75	21	15	Yes
SPAN-S 472	Spanish-American Literature II - Introduction to Spanish-American literature. (IUPUI)					
	Brant, H.	3	100	n/a	14	Yes
SPAN-S 477	Twentieth-Century Spanish-American Prose Fiction - Close readings of representative novelists and short story writers, including established authors (Borges, Asturias, Arreola, Carpentier) and promising young writers. (IUPUI)					
	Brant, H.	3	100	11	N/A	N/A
SPAN-S 523 (Graduate)	Spanish Literature, Art, and Culture for Teachers I - Themes and issues in Spanish grammar and Hispanic linguistics selected for their relevance to teaching Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed. (IUPUI)					
	Zulaica-Hernandez, I.	3	50	7	N/A	N/A
SPAN-S 525 (Graduate)	Spanish Literature, Art, and Culture for Teachers II - Authors, artists, themes, and issues in Spanish literature, visual art, and cultural life selected to enrich the teaching of Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed. (IUPUI)					
	Zulaica-Hernandez, I.	3	50	N/A	9	N/A
SPAN-S 275	Introduction to Hispanic Culture - Practice of language skills through reading, writing and discussion of Hispanic culture. Treats facets of popular culture, diversity of the Spanish-speaking world and themes of social and political importance. (Indiana University East)					
	Lara, S.	3	50	N/A	4	Yes
SPAN-S 381	Hispanic Civilization I: Pre-History to Renaissance Cultural and Literacy Expressions - Study of prehistoric to Renaissance Spanish and Latin American cultural manifestations, literary practices and texts in their historical contexts. Materials include poems, short stories, plays, prose fiction, etc. (Indiana University East)					
	Simon, J.	3	50	8	N/A	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
SPAN-S 382	Hispanic Civilization II: Baroque to Independence Cultural and Literacy Expressions - Study of Baroque to Independence Spanish and Latin American cultural manifestations, literary practices and texts in their historical contexts. Materials include poems, short stories, plays, novels, etc. (Indiana University East)					
	Simon, J.	3	50	N/A	8	Yes
SPAN-S 383	Hispanic Civilization III: Modern Cultural and Literary Expressions - Study of twentieth-century Spanish and Latin American cultural manifestations and literary texts and practices in their historical contexts. Materials include poems, short stories, plays, novels, films, etc. (Indiana University East)					
	Simon, J.	3	50	6	6	Yes
SPAN-S 384	Hispanic Civilization IV: Contemporary Cultural and Literary Expression - Study of twenty-first-century Spanish and Latin American cultural manifestations and literary texts and practices in their historical contexts. Materials include poems, short stories, plays, novels, films, etc. Taught in Spanish. (Indiana University East)					
	Nemcik, C.	3	50	N/A	5	Yes
SPAN-S 303	The Hispanic World - Introduction to Hispanic culture through literature. Emphasis is on the development of national values and cultural themes. The approach stresses the relationship of literature to history and the arts. (Indiana University South Bend)					
	Barrau, O.	3	75	N/A	N/O	Yes
SPAN-S 363	Introduction to Hispanic Culture - Introduction to the cultural history of Spanish-speaking countries with the emphasis on its literary, artistic, social, economic, and political aspects. (Indiana University South Bend)					
	Fong-Morgan, B.	3	75	N/O	21	Yes
SPAN-S 477	Modern Spanish-American Prose Fiction - Spanish-American prose fiction from late 19 th -century Modernism to the present. (Indiana University South Bend)					
	Fong-Morgan, B.	3	100	N/O	N/A	Yes
SPAN-S 435	Chicano and Puerto Rican Literature - Reading and discussion of works produced in Spanish by representative Chicano, Puerto Rican, and Cuban authors of the United States. Cultural values and traditions that are reflected in the oral and written literature will be studied. (Indiana University Northwest)					
	Osan, A.	3	50	7	-	No
SPAN-S 363	Introduction to Hispanic Culture - A specialized study of cultural phenomena of the Spanish-speaking world. Topics include Hispanic Film, Latino Studies, Hispanic theater, etc. (Indiana University Southeast)					
	Badia, M.	3	75	Not Listed	8	N/A
SPAN-S 412	Spanish-America: Cultural Context - A course to integrate historical, social, political, and cultural information about Spanish America. (Indiana University Southeast)					
	Ambrose, T.	3	100	Not Listed	17	N/A

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
School of Public and Environmental Affairs (SPEA)						
SPEA-V 550 LTAM-L 526 POLS-Y 657 (Graduate)	Topics in Public Affairs: Latin American Governance - Selected research and discussion topics organized on a semester-by-semester basis, usually with significant student input in the course design.					
	Avellaneda, C.	3	100	-	14	No
Theatre and Dance (THTR)						
Theatre and Dance at Other Indiana University Campuses						
THTR-D 111	Introduction to Latin Dance - This course will introduce and develop competence in the basic steps of salsa merengue, bachata, and cha cha to develop a solid repertoire of dance movements. Stretches and exercises will help the student develop greater body awareness and agility as well as learning a social dance form that will help them maintain a healthy lifestyle for life. (Indiana University South Bend)					
	Sorokin, V.	2	100	N/A	N/A	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
Language Courses						
French (FRIT-F)						
FRIT-F 100	Elementary French I - Introduction to French language and selected aspects of French civilization and culture.					
	Multiple	4	100	262	278	Yes
FRIT-F 115	Accelerated Elementary French - An accelerated treatment of material designed for superior students and students with previous training in another foreign language.					
	Vredenburg, A. / Tindira, J. / Myers, E.	4	100	27	37	Yes
FRIT-F 150	Elementary French II: Language and Culture - Basic structures of the French language and selected topics of French civilization and culture.					
	Multiple	4	100	328	292	Yes
FRIT-F 152	Beginning French Conversation II - This course gives beginning students the opportunity to practice conversational French in a relaxed setting with peers. Led by advanced students of French working under faculty guidance, group activities may include discussion, games, magazine/newspaper/movie discussions, cultural events, cooking, etc.					
	Sax, K. / Vance, B.	1	100	10	8	Yes
FRIT-F 200	Second-Year French I: Language and Culture - Grammar, composition, and conversation coordinated with the study of cultural texts.					
	Various	3	100	297	294	Yes
FRIT-F 202	Intermediate French Conversation I - This course gives intermediate students the opportunity to practice conversational French in a relaxed setting with peers. Led by advanced students of French working under faculty guidance, group activities may include discussion, games, magazine/newspaper/movie discussions, cultural events, cooking, etc.					
	Sax, K. / Vance, B.	1	100	9	8	Yes
FRIT-F 250	Second-Year French II: Language and Culture - Grammar, composition, and conversation coordinated with the study of cultural texts.					
	Multiple	3	100	318	286	Yes
FRIT-F 252	Intermediate French Conversation II - This course to gives intermediate students the opportunity to practice conversational French in a relaxed setting with peers. Led by advanced students of French working under faculty guidance, group activities may include discussion, games, magazine/newspaper/movie discussions, cultural events, cooking, etc.					
	Sax, K. / Vance, B.	1	100	10	9	Yes
FRIT-F 265	Accelerated Second-Year French - An accelerated treatment of grammar, composition, and conversation coordinated with readings of short texts.					
	Khabarovskiy, G. / Calin, A.	4	100	9	9	Yes
FRIT-F 300	Reading and Expression in French (Guadeloupe, Haiti, Martinique) – This course introduces students to different levels of style and expression and to written argumentation in French. Literary texts, films, and other media representing various periods and genres provide the basis for in-class discussion and for exercises designed to develop oral and written fluency.					
	Panaite, O.	3	100	16	-	N/A

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
FRIT-F 300	Reading and Expression in French (Travelers and Immigrants)					
	Panaite, O.	3	100	-	16	N/A
FRIT-F 313	Advanced Grammar - Intensive study of French grammar including in-depth review and exploration of advanced topics such as the passive, the causative, and indirect discourse.					
	Calhoun, A. / MacPhail, E. / Vance, B.	3	100	76	54	Yes
FRIT-F 315	The Sounds and Rhythms of French - In-depth study of the French sound system and refinement of pronunciation through practical exercises.					
	Rottet, K. / Myers, E. / Evans, S.	4	100	28	32	Yes
FRIT-F 316	Conversational Practice – Development of communicative and speaking skills.					
	Various	3	100	43	36	Yes
FRIT-F 317	French in the Business World - Study of the language of business activities in France, with an introduction to the structure and functioning of various aspects of French economic life.					
	Ansart, G. / Bowles, B.	3	100	14	10	Yes
FRIT-F 401	Structure and Development of French - Introductory description of the structure of present-day French, including problems of social and geographical variation. Discussion of the highlights of the development of the French language from its formative period to the present.					
	Vance, B. / Rottet, K.	3	100	13	17	Yes
FRIT-F 402	Introduction to French Linguistics - Introduction to the structure of the French language: phonology, morphology, and syntax.					
	Auger, J.	3	100	18	-	N/A
FRIT-F 576 (Graduate)	Introduction to French Phonology - Study of French phonology and the phonology/morphology interface within the framework of recent linguistic models, including solutions to major descriptive problems proposed from the early twentieth century to the present.					
	Vance, B.	3	100	-	9	N/A
FRIT-F 577 (Graduate)	Introduction to French Syntax - Study of French syntax and the syntax/semantics interface within framework of recent linguistic models.					
	Dekydspotter, L.	3	100	5	-	N/A
FRIT-F 579 (Graduate)	Introduction to French Morphology - Introduction to word formation in French, including inflection, derivation, and compounding.					
	Auger, J.	3	100	8	-	N/A
FRIT-F 679 (Graduate)	French-Based Pidgins and Creoles - Study of the contact languages known as pidgins and creoles, focusing on those which are French-based. Topics include an overview of the history of the field; how the terms pidgin and creole are defined and used; theories of origin; the sociohistorical setting of creolization; stages of development; key linguistic structures.					
	Rottet, K.	3	100	13	-	N/A

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
French at Indiana University-Purdue Indianapolis						
FREN-F 131	First-Year French I - Introductory language courses. This is the first course for beginning students of French with no experience in the language with emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures.					
	Lauten, K. / Hudson, K. / Saidah, R.	4	100	179	178	Yes
FREN-F 132	First-Year French II - This is the second course for beginning students of French and follows FREN-F 131 with emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. This course is not open to native speakers of French.					
	Bertrand, D. / Saidah, R. / Lauten, K. / Miller, K.	4	100	116	119	Yes
FREN-F 203	Second-Year Composition, Conversation, and Reading I - This is the third course in the French-language sequence and follows F132.					
	Miller, K. / Bertrand, D. / Lauten, K.	3	100	59	62	Yes
FREN-F 204	Second-Year Composition, Conversation, and Reading II - This is the fourth course in the French-language sequence and follows F203.					
	Bertrand, D. / Lauten, K. / Miller, K.	3	100	90	67	
FREN-F 326	French in the Business World - Introduction to the language and customs of the French-speaking business world. Designed to help prepare students to take the examination for the "Certificat pratique de francais commercial et conomique" offered by the Paris Chamber of Commerce.					
	Miler, K.	3	100	16	N/A	N/A
FREN-F 330	Introduction to Translating French and English - A comparative study of the style and grammar of both languages, with focus on the difficulties involved in translating. Introduction to the various tools of the art of translation.					
	Bertrand, D.	3	100	20	N/A	N/A
FREN-F 331	French Pronunciation and Diction - Thorough study of French phonetics and intonation patterns. Corrective drill. Includes intensive class and laboratory work. Oral interpretation of texts.					
	Miller, K.	3	100	18	N/A	N/A
FREN-F 334	Medical and Technical French - This course addresses the French language and francophone cultural specifics for communicating in medical and technical settings. The objectives of this class are to provide vocabulary in the domain of the health-related fields in contextualized situations while reviewing the basics of French grammar. Students are to achieve an advanced level of proficiency in the target language in both production and receptive skills (speaking, writing, listening, reading) as well as to gain awareness of the range of health care and technology issues as related to the francophone patient.					
	Lauten, K.	3	100	N/A	14	N/A

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
FREN-F 336	Structure of French - This course will introduce major themes in linguistics, the scientific study of language. Topics to be covered include the development and spread of human language and the acquisition of native languages during childhood as well as a brief overview of each branch of linguistics: phonetics (sounds), morphology (words), syntax (phrases), semantics (meaning), and pragmatics (interpretation), with a focus on the French language.					
	Miller, K.	3	100	N/A	22	N/A
FREN-F 380 FREN-F 480 (Graduate)	French Conversation - Designed to develop conversational skills through reports, debates, and group discussions with an emphasis on vocabulary building, mastery of syntax, and general oral expression.					
	Nnaemeka, O.	3	100	N/A	16	N/A
FREN-F 402 FREN-F 575 (Graduate)	Introduction to French Linguistics - Introduction to the structure of the French language: phonology, morphology, and syntax.					
	Miller, K.	3	100	N/A	22	N/A
FREN-F 423	Craft of Translation - Advanced course in translation. The problems and techniques of translating French/ English and English/French using a variety of texts and concentrating on the use of various stylistic devices.					
	Bertrand, D.	3	100	2	N/A	N/A
FREN-F 434	Advanced Medical and Technical French - This course addresses the French language and francophone cultural specifics for communicating in medical and technical settings. The objectives of this class are to provide vocabulary in the domain of the health-related fields in contextualized situations while reviewing the basics of French grammar. Students are to achieve an advanced level of proficiency in the target language in both production and receptive skills (speaking, writing, listening, reading) as well as to gain awareness of the range of health care and technology issues as related to the francophone patient.					
	Lauten, K.	3	100	N/A	2	N/A
Haitian Creole (LTAM-C)						
LTAM-C 101 LTAM-C 501 (Graduate)	Elementary Haitian Creole I - Introduction to Haitian Creole, the vernacular language of Haiti spoken by over 9 million people; conversational drills, grammatical explanations and exercises, listening comprehension training, aspects of Haitian culture.					
	Tezil, D.	4	100	14	17	Yes
LTAM-C 102 LTAM-C 502 (Graduate)	Elementary Haitian Creole II - Focus on reading non-specialized texts and learning about the rich, African-based folk culture and religion of the world's first black republic.					
	Tezil, D.	4	100	10	17	Yes
LTAM-C 201 LTAM-C 601 (Graduate)	Intermediate Haitian Creole I - Builds on skills acquired in past classes with the aim of improving conversational fluency and the ability to read nonspecialized texts.					
	Tezil, D.	3	100	6	10	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
LTAM-C 202 LTAM-C 602 (Graduate)	Intermediate Haitian Creole II - Focus on expanding and refining conversational skills, reading and writing more specialized texts, and increased knowledge of Haitian culture and history.					
	Tezil, D.	3	100	5	11	Yes
Maya (LTAM-M)						
LTAM-M 101 LTAM-M 501 (Graduate)	Elementary Maya I - Introduction to Maya language and culture. Maya is an indigenous language of Mexico spoken by close to 1 million people; basic grammatical structure and vocabulary; conversational drills; and lessons on historical and cultural context.					
	Castañeda, Q.	4	100	1	2	Yes
LTAM-M 102 LTAM-M 502 (Graduate)	Elementary Maya II - The second semester of Maya emphasizes vocabulary-building, simple conversation, beginning writing, and common grammatical patterns.					
	Castañeda, Q.	4	100	0	0	Yes
LTAM-M 201 LTAM-M 601 (Graduate)	Intermediate Maya I - Development of listening and comprehension skills. More complex grammatical constructions. Deepens understanding of Mayan culture.					
	Castañeda, Q.	3	100	0	0	Yes
LTAM-M 202 LTAM-M 602 (Graduate)	Intermediate Maya II - Development of conversation skills. Reading and writing practice using contemporary Maya orthography. Exploration of Mayan culture and history.					
	Castañeda, Q.	3	100	0	0	Yes
Quechua (LTAM-Q)						
LTAM-Q 101 LTAM-Q 501 (Graduate)	Elementary Quechua I - Introduction to Quechua, spoken by over 13 million people across the Andean nations of South America; basic grammar and vocabulary; an introduction to the culture and history of the Andean region. (Offered by Ohio State via distance-learning.)					
	Staff	4	100	2	2	Yes
LTAM-Q 102 LTAM-Q 502 (Graduate)	Elementary Quechua II - Builds on the basic vocabulary and grammar lessons of Q101 and introduces further aspects of Andean culture and history. (Offered by Ohio State via distance-learning.)					
	Staff	4	100	2	2	Yes
Portuguese (HISP-P)						
HISP-P 100	Elementary Portuguese I - Introduction to present-day Portuguese, with drills for mastery of phonology, basic structural patterns, and functional vocabulary. Attendance in language laboratory may be required.					
	Multiple	4	100	13	9	Yes
HISP-P 135	Intensive Portuguese - For students from secondary school placed into the second semester of first-year study or those with prior knowledge of another Romance language.					
	Multiple	4	100	34	30	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
HISP-P 150	Elementary Portuguese II - Introduction to present-day Portuguese, with drills for mastery of phonology, basic structural patterns, and functional vocabulary. Attendance in language laboratory may be required.					
	Multiple	4	100	13	11	Yes
HISP-P 200	Second Year Portuguese I - Increased emphasis on communicative exercises and selected readings. Attendance in the language laboratory may be required.					
	Multiple	3	100	8	7	Yes
HISP-P 250	Second Year Portuguese II - Increased emphasis on communicative exercises and selected readings. Attendance in the language laboratory may be required.					
	Multiple	3	100	13	6	Yes
HISP-P 311	Advanced Grammar and Composition in Portuguese - An advanced course on basic grammar skills and composition. Emphasis on syntax, vocabulary usage, and writing.					
	Namorato, L. / Castro, V.	3	100	17	5	Yes
HISP-P 317	Reading and Conversation in Portuguese - Emphasis on conversational and reading skills using plays, short stories, poetry, and novels from Brazil, Portugal, and Lusophone Africa. Students will also be introduced to the basics of literary appreciation.					
	Vieira, N.	3	100	11	7	Yes
HISP-P 525 (Graduate)	Structure of Portuguese Language - Introduction to the linguistic study of various aspects of the structure of the Portuguese language: phonetics, phonology, morphology, semantics, syntax, dialects, historical grammar; and application of linguistics to the study of literature.					
	Vieira, E.	3	100	-	7	N/A
Spanish (HISP-S)						
HISP-S 100	Elementary Spanish I - A four-skills approach to Spanish with an emphasis on critical thinking skills. Enrollment in S100 is restricted to those with less than two years of high school Spanish or with consent of department.					
	Staff	4	100	146	151	Yes
HISP-S 105	First Year Spanish - For students with two or more years of high school study. The course content begins where S100 begins, and ends where S150 ends.					
	Multiple	4	100	1068	972	Yes
HISP-S 150	Elementary Spanish II - This course continues the work of S100. Continued emphasis on all four skills and on critical thinking skills. Grading is based on exams and oral tests, written exercises, compositions, and a cumulative final exam. Students can expect to practice speaking in small groups in class, and read about and discuss materials in Spanish.					
	Multiple	4	100	127	144	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
HISP-S 200	Second-Year Spanish I - This course reviews some of the basic structures studied in the first year and examines them in more detail. Emphasis remains on the four skills and on critical thinking skills. Readings are both journalistic and literary. Grades are based on exams, oral tests, homework, compositions, and a cumulative final exam. Homework load is substantial.					
	Multiple	3	100	1182	1167	Yes
HISP-S 250	Second-Year Spanish II - This course continues the work of S200. Continued emphasis on all four skills and on critical thinking skills. Grades are based on exams, oral tests, homework, compositions, and a cumulative final exam. Homework is substantial. After successful completion of this course, the foreign language requirement is fulfilled for schools that require a four-semester sequence.					
	Multiple	3	100	1320	1230	Yes
HISP-S 269	Spanish for Health Professions - This course is designed for intermediate students of Spanish interested in improving proficiency in medical settings with Spanish- speaking patients. The emphasis of this course is on effective oral and written communication facilitated by information about Hispanic cultures, as well as pertinent grammar, vocabulary and pronunciation tasks.					
	Ortiz, S.	3	100	22	41	Yes
HISP-S 280	Spanish Grammar in Context - A topic-based approach to the formal aspects of Spanish grammar. Formal linguistic skills are developed through explicit instruction, the reading of Hispanic texts, and the study of literature and culture through writing and conversation.					
	Multiple	3	100	819	769	Yes
HISP-S 308	Composition and Conversation in Spanish - This content-based course seeks to improve students' oral and writing skills in Spanish while fostering critical thinking and cultural awareness. The written component includes an analysis of various writing styles: description, narration, exposition, and argumentation. The oral component includes discussions of cultural topics in the Spanish-speaking world.					
	Multiple	3	100	197	209	Yes
HISP-S 315	Spanish in the Business World - Introduction to the technical language of the business world, with emphasis on problems of vocabulary, style, composition, and translation in the context of Hispanic mores. Instruction in Spanish.					
	Multiple	3	100	43	33	Yes
HISP-S 317	Spanish Conversation and Diction - Intensive controlled conversation correlated with readings, reports, debates, and group discussions.					
	Multiple	3	100	18	15	Yes
HISP-S 326	Introduction to Hispanic Linguistics - Introduces the basic concepts of Hispanic linguistics and establishes the background for the future application of linguistic principles. The course surveys linguistic properties in Spanish, including phonology, morphology, and syntax. Additional introductory material on historical linguistics, second language acquisition, semantics, and sociolinguistics will be included.					
	Multiple	3	100	451	452	Yes
HISP-S 425	Spanish Phonetics - Intensive patterned pronunciation drills and exercises in sound discrimination and transcription, based on detailed articulatory description of standard Spanish of Spain and Latin America.					
	Willis, E.	3	100	41	44	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
HISP-S 427	The Structure of Spanish - Analyzes the structure of simple and compound sentences in Spanish, focusing on the internal structure of the sentence and how certain phrases within the sentence combine in different word orders to produce specific meanings. Covers transitivity, word order, negation, pronominal and verbal systems, and syntactic variation.					
	Clementes, J. / Matos Amaral, P.	3	100	45	43	Yes
HISP-S 429	Hispanic Sociolinguistics and Pragmatics - Examines current topics in Hispanic sociolinguistics/pragmatics. Topics include sociolinguistics, phonological and syntactic variation, field methods, discourse analysis, language and power, language ideology, language attitudes, language in context, language and gender, language and the law, bilingualism, linguistic politeness and speech act theory.					
	Felix-Brasdefer, C. / Diaz-Campos, M.	3	100	39	41	Yes
HISP-S 430	The Acquisition of Spanish - Examines current topics in the acquisition of Spanish. Provides an introduction to research on the first and/or second language acquisition of Spanish and to the pedagogical applications of these findings. Students develop a background in these fields and have opportunities to link theory and practice.					
	Multiple	3	100	37	45	Yes
HISP-S 513 (Graduate)	Introduction to Hispanic Sociolinguistics - Examines the relationship between language and society in the Spanish-speaking world. Surveys a wide range of topics relevant to Spanish: language as communication, the sociology of language, and linguistic variation.					
	Diaz-Campos, M.	3	100	14	n/a	n/a
HISP-S 508 (Graduate)	Introduction to Hispanic Pragmatics - Examines the intentions of language users and how discourse is interpreted by hearers. After introducing fundamental concepts in pragmatics, the course analyzes how pragmatics relates to syntax and semantics. Topics include: speech acts, deixis, presupposition, implicature, politeness, and conversation analysis. Examples are taken from different varieties of Spanish.					
	Felix-Brasdefer, C.	3	100	N/A	9	N/A
HISP-S 509 (Graduate)	Spanish Phonology - Introduction to the sound system of Spanish. Various theories are presented and analyzed. Some treatment of dialectal phenomena included.					
	Willis, E.	3	100	11	N/A	N/A
Spanish at Indiana University-Purdue Indianapolis						
SPAN-S 131	First-Year Spanish I - Introductory language sequence of courses. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic cultures.					
	Various	4	100	687	690	Yes
SPAN-S 132	First-Year Spanish II - Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic cultures.					
	Various	4	100	446	403	Yes
SPAN-S 203	Second Year Spanish I - A continuation of training in the four skills: listening, reading, speaking, and writing.					
	Various	3	100	225	233	Yes

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
SPAN-S 204	Second Year Spanish II – Further training in listening, reading, speaking, and writing.					
	Various	3	100	261	226	Yes
SPAN-S 311	Spanish Grammar - This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on reading assignments and class discussion in Spanish.					
	Various	3	100	104	104	Yes
SPAN-S 313	Writing Spanish I - Grammar review, composition, and themes in Spanish with a focus on the development of academic writing skills.					
	Vargas-Vila, J. / McEvoy, T. / Bomke, A. / Borders, S.	3	100	84	77	Yes
SPAN-S 315	Spanish in the Business World - Introduction to the technical language of the business world with emphasis on problems of style, composition, and translation in the context of Hispanic mores.					
	Gertz, A.	3	100	N/A	21	N/A
SPAN-S 317	Spanish Conversation and Diction - Intensive controlled conversation correlated with readings, reports, debates, and group discussions, with emphasis on vocabulary usage, word order, tense relationships, and linguistic devices.					
	McEvoy, T. / Gertz, A. / Vargas-Vila, J. / Katz, D. / Iman, R.	3	100	52	50	Yes
SPAN-S 319	Spanish for Health Care Personnel - A course designed specifically for those interested in learning Spanish in the context of material related to health care systems. Emphasis placed on vocabulary necessary for communicative competence in the medical fields.					
	Essary, E. / Ardemagni, E.	3	100	39	21	Yes
SPAN-S 323	Introduction to Translating Spanish and English - A comparative study of the style and grammar of both languages with a focus on the difficulties involved in translating. Introduction to the techniques and process of translation through intensive practice.					
	Garnemark, R. / Cabrera, T.	3	100	48	48	Yes
SPAN-S 326	Introduction to Spanish Linguistics - Introduces the basic concepts of Hispanic linguistics and establishes the background for the future application of linguistic principles. Surveys linguistic properties in Spanish, including phonology, morphology, and syntax. Additional introductory material on historical linguistics, second language acquisition, semantics, and sociolinguistics will be included.					
	Zulaica Hernandez, I.	3	100	45	29	Yes
SPAN-S 425	Spanish Phonetics - Intensive patterned pronunciation drills and exercises in sound discrimination and transcription, based on detailed articulatory description of standard Spanish of Spain and Latin America.					
	Zulaica Hernandez, I.	3	100	23	N/A	N/A
SPAN-S 427	The Structure of Spanish - Provides an introduction to research on the first and/or second language acquisition of Spanish and to the pedagogical applications of these findings. Students have opportunities to link theory and practice.					
	Zulaica Hernandez, I.	3	100	N/A	15	N/A

Course Number	Title and Course Description					
	Instructor	Credit Hours	% LACS Content	2016-17 Enrollment	2017-18 Enrollment	2018-19 Offered
SPAN-S 429	Medical Interpreting - Advanced course for native Spanish speakers or advanced students considering a career in medical interpreting. Focus on reading, interpreting, and translation, as well as intensive practice interpreting into/from English/Spanish in the health care field.					
	Aremagni, E. / Cabrera, T.	3	100	16	14	Yes
SPAN-S 440	Hispanic Sociolinguistics - Topics include sociolinguistic and phonological and syntactic variation, field methods, discourse analysis, language and power, language ideology, language attitudes, languages in contact, language and gender, language and the law, bilingualism, linguistic politeness, and speech act theory.					
	Anton, M	3	100	N/A	6	N/A
SPAN-S 468	Varieties of Spanish - This course is an advanced descriptive analysis of the varieties of Spanish spoken around the globe. A detailed analysis of the phonetic, lexical and morphosyntactic aspects of such varieties is provided with an aim to define its different macrodialectal areas, including Spanish in the US and Creole languages.					
	Zulaica Hernandez, I.	3	100	10	N/A	N/A
SPAN-S 508 (Graduate)	Varieties of Spanish - This course is an advanced descriptive analysis of the varieties of Spanish spoken around the globe. A detailed analysis of the phonetic, lexical and morphosyntactic aspects of such varieties is provided with an aim to define its different macrodialectal areas, including Spanish in the US and Creole languages.					
	Zulaica Hernandez, I.	3	100	13	N/A	N/A
SPAN-S 513 (Graduate)	Introduction to Hispanic Sociolinguistics - Introduction to the acquisition of Spanish as a second language. Survey of selected studies exploring topics that range from the development of second language (Spanish) grammars, to second language production and comprehension, input processing, and the acquisition of pragmatic and sociolinguistic competence.					
	Anton, M.	3	100	N/A	7	N/A
SPAN-S 521 (Graduate)	Spanish Grammar and Linguistics I - Themes and issues in Spanish grammar and Hispanic linguistics selected for their relevance to teaching Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed.					
	Zulaica Hernandez, I.	3	100	7	N/A	N/A
SPAN-S 524	Spanish Grammar and Linguistics II - Themes and issues in Spanish grammar and Hispanic linguistics selected for their relevance to teaching Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed.					
	Zulaica Hernandez, I.	3	100	N/A	9	N/A

Budget Narrative File(s)

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Itemized Budget

Comprehensive NRC/FLAS: Center for Latin American and Caribbean Studies

Organization: Trustees of Indiana University

Project Performance Period: 2018-2022

Category	Priority No.	Page No.	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Years 1-4 Total
1. PERSONNEL							
A. Language Instruction							
1. Haitian Creole Lecturer: Funds will support a lecturer to teach all levels (beginner, intermediate, advanced) of Haitian Creole. 100% in Y2-Y3 and 50% in Y4 in a 10-month appointment.	AP #1 FLAS #2 NRC	pp. 5, 6, 14, 21	0	43,260	44,558	22,947	110,765
2. Haitian Creole Summer Language Workshop: Funds will support second-year Haitian Creole instruction at the IU Summer Language Workshop. 75% in Y1, 50% in Y2 and 25% in Y3 via supplemental pay, summer pay, or visiting instructor pay (3% annual cost of living increase). With increased enrollments, tuition from the Workshop will pay an increasing percentage of the summer salary.	AP #1 NRC	pp. 6, 13	6,450	4,300	2,150	0	12,900
3. Haitian Creole Textbook Developer: Funds will support development of HC Textbook. Six weeks of summer salary in Y1 (\$6,300) and Y2 (\$6,489) and three-weeks of summer salary in Y3 (\$3,342) (3% annual cost of living increase.)	AP #1 NRC	p. 6	6,300	6,489	3,342	0	16,131
4. Language across the Curriculum: Funds will support graduate Associate Instructors (AI) to teach Spanish-language sections in Int'l Studies and Ethnomusicology, as well as a Portuguese-language section in Brazilian culture courses taught in English in Dept. of Spanish and Portuguese. \$4,000/semester stipend top-off per course, per AI with Y1 pilot (one course), Y2 expansion to other Int'l Studies courses (three courses), Y3 an addition of one Portuguese course (four courses), and Y4 expansion to Ethnomusicology (five courses).	NRC	pp. 10, 13, 21, 37	4,000	12,000	16,000	20,000	52,000

5. Yucatec Maya Textbook Developer: Funds will support four weeks of summer salary for senior lecturer Quetzil Castañeda to gather audiovisual material and write lessons for a YM textbook in Y1 and Y3. (3% annual cost of living increase.)	AP #1 NRC	p. 6	4,395	0	4,662	0	9,057
6. Yucatec Maya Textbook Developer Assistant: Funds will support a graduate student hourly (\$15/hour, 10 hours/week, 16 weeks/semester, 2 semesters) to organize and transcribe YM material under the supervision of Castañeda for the YM textbook project in Y1-Y4	NRC	p. 6	4,800	4,800	4,800	4,800	19,200
Subtotal, Language Instruction			25,945	70,849	75,512	47,747	220,053
B. Area and Other Instruction							
7. Latin American Music Lecturer: Funds will support a lectureship with 3-3 course load to be shared between CLACS, the Latin American Music Center of the Jacobs School of Music, and the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OPVDEMA). Lecturer will teach courses on Latin American music and lead a performance ensemble that will perform concerts and conduct P-16 workshops. Y1: 20% of one semester (\$5,000). Y2-Y4 20%. (3% annual cost of living increase.)	NRC	pp. 3, 22	5,000	10,300	10,609	10,927	36,836
8. Language and Culture Modules: Funds will support supplemental pay for a faculty contributor. A joint initiative of the IU CIBER and SGIS area studies centers, Language and Culture Modules offer 8-10 online videos on LCTLs and their cultures for post-secondary students and business professionals. The videos feature two instructors, one to teach basics of the language and one to cover culture. CLACS will fund Portuguese in Y1 at \$2,000.	NRC	p. 2	2,000	0	0	0	2,000
Subtotal, Area and Other Instruction			7,000	10,300	10,609	10,927	38,836
C. Outreach Personnel							

9. Director of Global Education Initiatives: Joint appointment between SGIS area studies centers and School of Education. Will work with in-service and pre-service teachers, K-12 school leaders, and schools of education faculty to strengthen area studies and language learning in Indiana curricula. Funds will support \$4,500 of Director's salary in Y1-Y4 (3% annual cost of living increase)	AP #2 CP#2	pp. 2, 10, 28, 44. 49	4,500	4,635	4,774	4,917	18,826
10. Digital Toolbox Coordinator: Funds will support for a graduate assistant (without tuition/free remission) to coordinate the second phase of the Globally Ready Digital Toolbox, focusing on teacher training as the Toolbox is introduced in SW Central Indiana counties. 100% of stipend in Y2.	AP #2	p. 10	0	15,750	0	0	15,750
11. Bridges Coordinator for Portuguese: Bridges: Children, Languages, World is a joint initiative of SGIS global/area studies centers that provides language and cultural instruction to young learners in community settings, while also offering professional development opportunities for IU LCTL student volunteers who deliver sessions on individual languages. Funds will support \$3,000 in Y1-Y4 for the coordinator to help a graduate student volunteer develop Portuguese instruction.	NRC	p. 2	3,000	3,000	3,000	3,000	12,000
12. Global Employability Coordinator: The part-time coordinator for the SGIS Global Employability Initiative will integrate global competencies across technical education in Indiana, with a focus on developing a Global Workforce Skills certificate at Ivy Tech Community College of Indiana and integrating global skills in the curriculum of Indiana's Career and Technical Education high school programs. Funds will support \$2,278 (3% annual cost of living increase).	CP #1	p. 11	2,278	2,346	2,416	2,488	9,528
13. SGIS International Outreach Coordinator: Joint initiative with other SGIS area centers in Y1 for Deborah Hutton, current international outreach coordinator for SGIS, to complete the Internationalizing the Academic Standards of Indiana Project and assist with transition to International Education Outreach Administrator, a new position funded by SGIS. CLACS semester portion request	CP #1	p. 44	1,000	0	0	0	1,000

14. Puerto Rico Teacher Training Graduate Hourly: Funds will support a graduate student hourly employee (\$15/hour, 5 hours/week, 16 weeks/semester, 2 semesters) to help SOE faculty involved in Puerto Rico Critical and Cultural Literacy project with curriculum design, organization of materials, and support for online discussions, emphasizing Latin American cultural content. \$2,400 in Y1-Y4	AP #2 CP #1 CP #2	p. 12	2,400	2,400	2,400	2,400	9,600
Subtotal, Outreach Personnel			13,178	28,131	12,590	12,805	66,704
D. Other - Administrative							
15. Programming and Reporting Assistant: Funds will support a graduate assistant (without tuition/fee remission) to assist the Associate Director with programming and data collection. 100% of \$15,750 stipend in Y1-Y4	NRC	pp. 12-13	15,750	15,750	15,750	15,750	63,000
16. Outreach and Communication Assistant: Funds will support an undergraduate hourly employee (\$11/hour, 20 hours/week, 16 weeks/per semester, 2 semesters) to assist the Associate Director to plan/implement CLACS outreach activities and maintain social media accounts. \$7,040 in Y1-Y4.	NRC	pp. 12-13	7,040	7,040	7,040	7,040	28,160
17. Conference Planning Graduate Hourlies: Funds will support graduate hourly employees (\$15/hour, 10 hours/week, 16 weeks/semester, 2 semesters) to assist with planning and publicity for Y1 conference on minority languages and cultures in Mexico and Y4 conference on race in Brazil and Cuba. \$4,800 in Y1, Y4)	AP #1 NRC	p. 8	4,800	0	0	4,800	9,600
18. Archivo Mesoamericano Undergraduate Hourlies: Funds will support two undergraduate hourly employees (\$11/hour, 18 hours/week, 16 weeks/semester, 2 semesters) to assist Wells Library postdoc Mario Ramírez in translating and subtitling for the new online platform of the Archivo Mesoamericano, a collection of nearly 200 videos of Central American social movements (1970s-1990s) 100% of two salaries at \$6,336 in Y1.	NRC	p. 9	12,672	0	0	0	12,672
Subtotal, Other - Administrative			40,262	22,790	22,790	27,590	113,432

Personnel Subtotal					86,385	132,070	121,501	99,069	439,025
2. FRINGE BENEFITS									
	Year 1	Year 2	Year 3	Year 4					
Academic 10 month or 12 month Faculty	fringe: 38.09%				3,619	22,166	22,832	14,775	63,392
Category Ltr. with Personnel #s:	A1 (Yrs 2-4), B7, C9								
Salary Total by Year:	9,500	58,195	59,941	38,791					
Summer 10 month Faculty	fringe: 25.92%				2,772	1,682	2,075	0	6,529
Category Ltr. with Personnel #s:	A3 (Yrs 1-3, A5 (Yrs 1 & 3)								
Salary Total by Year:	10,695	6,489	8,004	0					
Supplemental for work outside appointment	fringe: 6.61%				132	0	0	0	132
Category Ltr. with Personnel #s:	B8 (Yr 1)								
Salary Total by Year:	2,000	0	0	0					
Adjunct Faculty/Lecturer	fringe: 6.61%				426	284	142	0	852
Category Ltr. with Personnel #s:	A2 (Yrs 1-3)								
Salary Total by Year:	6,450	4,300	2,150	0					
Hourly Assistance									
Non-Student at More than 900 annual hours	fringe: 19.29%				632	453	466	480	2,031
Category Ltr. with Personnel #s:	C12, C13 (Yr 1)								
Salary Total by Year:	3,278	2,346	2,416	2,488					
Student	fringe: 6.61%				2,559	1,933	2,197	2,779	9,468
Category Ltr. with Personnel #s:	A4, A6, C11, C14, D16, D17, D18								
Salary Total by Year:	38,712	29,240	33,240	42,040					
Graduate Student Research Assistants	Salary fringe set by IU - see schedule below								
Category Ltr. with Personnel #s:	C10 (Yr 2), D15								
Salary Total by Year:	15,750	31,500	15,750	15,750					
Overall Salary Total Per Year:	86,385	132,070	121,501	99,069					
Graduate Student Research Assistants (fellow non-hourly) Health Insurance Schedule									
	Year 1	Year 2	Year 3	Year 4					
Set Health Insurance Rates by AY	3,500	3,849	4,234	4,658	3,500	7,698	4,234	4,658	20,090
# of graduate student research assistants per year	1	2	1	1					

Fringe Benefits Subtotal			13,640	34,216	31,946	22,692	102,494
3. TRAVEL							
A. International Travel							
1. Faculty International Travel Grants: Funds will support competitive grants for CLACS affiliate faculty to travel to Latin America or the Caribbean to develop CLACS initiatives and enhance international linkages. Grant recipients will receive travel reimbursement at \$2,000 each for a total of 4 grant awards. (Per year estimate breakdown: transportation \$4,000; lodging \$2,000; per diem \$2,000)							
NRC	p. 12		8,000	8,000	8,000	8,000	32,000
2. Latin America/Caribbean Library Acquisitions Travel: Funds will support travel for Latin America librarian Luis González for collection development and library conferences. 2 trips per year @ \$1,500 per trip, Y1-Y4. (Per year estimate breakdown: transportation \$2,250; lodging \$500; per diem \$250)							
NRC	p. 9		3,000	3,000	3,000	3,000	12,000
3. Brazilian Studies Initiative Coordinator Travel: Funds will support travel for Brazilian Studies Initiative coordinator to travel to Brazil twice to develop collaborations with Brazilian institutions. \$2,000 per trip, Y1 and Y3. (Per year estimate breakdown: transportation \$1,250; lodging \$500; per diem \$250)							
NRC	p. 8		2,000	0	2,000	0	4,000
4. Yucatec Maya Textbook Author Travel: Funds will support travel for YM textbook author Castañeda to Quintana Roó, Mexico to gather audio and video recordings of natives speakers and coordinate activities with local collaborators (Y1 and Y3). Funds are requested for 2 trips @ \$1,000 each in Y1 and Y3. (Per year estimate breakdown: transportation \$500; lodging \$1,000; per diem \$500)							
AP #2 NRC	p. 6		2,000	0	2,000	0	4,000
5. Cuba Study Abroad Directors Travel: Funds will support travel for faculty coordinators to Santa Clara, Cuba with new study abroad program focusing on Cuban culture. 2 trips per year at \$2,000 per trip in Y1-Y4. (Per year estimate breakdown: transportation \$1,000; lodging \$2,000; per diem \$1,000)							
AP #1 NRC	p. 4		4,000	4,000	4,000	4,000	16,000

6. Berlin Gateway Conference Travel: Seed funding for four CLACS participants to travel to IU Berlin Gateway for Y3 conference with European collaborators on Caribbean Migrations. (Matching commitment will be provided by Berlin Gateway.) Support is requested for 4 trips @ \$1,250 per trip in Y3 only. (Estimate breakdown: transportation \$2,500; lodging \$1,250; per diem \$1,250)	AP #1 NRC	p. 4	0	0	5,000	0	5,000
Subtotal Foreign Travel			19,000	15,000	24,000	15,000	73,000
B. Domestic Travel							
7. Administrative Personnel Travel: Funds will support transportation, lodging and per diem for administrative staff to attend the US Dept. of Education Title VI meetings. 2 trips @ \$500 per staff member per trip in Y1. (Per year estimate breakdown: transportation \$1,000; lodging \$500; per diem \$500)	NRC	p. 12	2,000	0	0	0	2,000
8. Faculty Domestic Travel Grants: Funds will support competitive grants for CLACS affiliate faculty to travel to conferences to present research or enhance domestic collaborations. Grant recipients will receive travel reimbursement at \$500 each for a total of 10 grant awards. (Per year estimate breakdown: transportation \$2,500; lodging \$1,250; per diem \$1,250)	NRC	p. 12	5,000	5,000	5,000	5,000	20,000
9. Puerto Rico Teacher Training Travel: Funds will support transportation for Puerto Rico Critical and Cultural Literacy participants (School of Education) to travel twice annually to Puerto Rico to meet with program collaborators at the Universidad de Puerto Rico Bayamón at \$500 per trip each year. (Per year estimate breakdown: transportation \$1,000)	AP #2 CP #1 CP #2	p. 12	1,000	1,000	1,000	1,000	4,000

10. MSI NTU Global Indigenous Networking Travel: Funds will support two CLACS faculty per year to travel to NTU to contribute to curriculum internationalization through sharing CLACS contacts with indigenous universities in Latin America. Support for 2 CLACS personnel per year, 4-day trip: \$400 airfare, \$198 fuel, \$48 car, \$93/night hotel, \$51/day per diem (NM rates). (Per year estimate breakdown: transportation \$1,292; lodging \$744; per diem \$408)	AP #2 CP #1	p. 12	2,444	2,444	2,444	2,444	9,776
Subtotal, Domestic Travel			10,444	8,444	8,444	8,444	35,776
Travel Subtotal			29,444	23,444	32,444	23,444	108,776
4. EQUIPMENT None 5. SUPPLIES							
A. Library Acquisitions Supplement to annual institutional acquisitions budget to enable purchase of special collections items and items in Latin American LCTLs.	NRC	p. 9	14,000	2,000	2,000	2,000	20,000
B. Teaching and Outreach Aids Includes supplies for Business is Global (BIG) (Y1), Globally Ready Digital Toolbox (Y1-Y2), Lotus Blossoms World Bazaar (Y1-Y4), Critical and Cultural Literacy at University of Puerto Rico at Bayamón (Y1-Y4), publication costs for HC and YM textbooks with IU Press including typesetting, printing, marketing, and creation of online platform (\$15,000, Y4)	AP #1 AP#2 CP #1 CP#2	pp. 2, 6, 10, 12, 44	6,530	4,296	3,300	18,800	32,926
C. Program-Related Materials and Supplies Funds will support computer/recording material for HC and YM textbook assistants (Y1)	AP #1 AP#2 CP #1 CP#2	p. 6	1,600	0	0	0	1,600
Supplies Subtotal			22,130	6,296	5,300	20,800	54,526

6. CONTRACTUAL	CP #1	p. 12	6,650	6,650	6,650	6,650	26,600
Joint initiative with IU Center for the Study of Global Change and the Center for the Study of Middle East. Funds are requested for Roadworks consortium support towards program management under the direction of Dr. Amy Horowitz for the MSI faculty collaboration at NTU Global Indigenous Networking project (See section 8.C.4) at \$6,650 per year.							
Contractual Subtotal			6,650	6,650	6,650	6,650	26,600
7. CONSTRUCTION			--	--	--	--	
8. OTHER							
A. Outreach: Teacher Training							
1. Globally Ready Digital Toolbox Teacher Training: Funds will support bringing teachers from 11 Southwest Central Indiana counties to Bloomington for training in use of the Globally Ready Digital Toolbox, a joint outreach project with the African Studies Program and 12 IU museum/archival collections. \$2,450 in Y2 for non-employee travel and outreach participant hospitality. Participant hospitality will pay for lunch for visiting teachers.	AP #2	p. 10	0	2,450	0	0	2,450
2. MSI UPRB P-16 Teacher Training: Puerto Rico Critical and Cultural Literacy is a joint initiative of the IU School of Education and faculty at MSI University of Puerto Rico Bayamón that promotes critical and cultural literacy among Puerto Rican P-12 students. Funds will support stipends in Y1-Y4 for mentors who will train teacher candidates and support them as novice teachers (5 mentor stipends @ \$250). Funding for a keynote speaker at Y2 teacher training workshop at UPRB (\$500 honorarium). Funding for María del Rocío Costa (program director at UPRB) to visit IU in Y4 for impact analysis and talk sharing project results (\$500 airfare, 7 nights lodging @ \$130, 7 per diem @ \$69).	AP #2 CP #1 CP #2	p. 12	1,250	1,750	1,250	3,143	7,393

3. School of Education International Education Initiatives: Joint commitment by SGIS and School of Education to expand efforts to internationalize Indiana P-16 education by working with in-service and pre-service teachers, elementary and secondary school leaders, and schools of education faculty to strengthen area studies and language learning in Indiana curriculum. Focus on teacher/principal training and instructional materials. Funds will support supplies at \$2,000 each year. Projects will be organized by a Global Education Initiatives director in SoE.	AP #2 CP #2	pp. 2, 10, 28, 44. 49	2,000	2,000	2,000	2,000	8,000
4. Exploring Latin America through Electronic Resources and Music: Participant travel expenses for a one-day workshop for instructors at other IU and Indiana universities, including community colleges, to receive training on use of electronic resources and music to enhance their teaching of Latin American and Caribbean Studies. (15 participants @ \$307/participant Y1 and Y4).	AP #2	p. 11	4,605	0	0	4,605	9,210
Subtotal, Teacher Training Programs			7,855	6,200	3,250	9,748	27,053
B. Outreach: Language Instruction							
1. Business is Global (BIG): A joint initiative of the IU CIBER and SGIS area studies centers, BIG is a summer program for high school students from across the country that as part of its curriculum introduces high school students to three LCTLs and their cultures each summer. CLACS will fund two sessions in Portuguese in Y1 and Y3. Funds will support 1 instructor salary for languages sessions @ \$450; 1 instructor salary for culture sessions @ \$450; and \$200 for cultural activity space rental.	AP #1 NRC	p. 2	1,100	0	1,100	0	2,200
2. Business Language Case Competition: CLACS will co-sponsor, together with IU CIBER, a three-student team (in Spanish) to attend the annual Business Language Case Competition at Brigham Young University. Funds will support \$700/year in Y1-Y4 for registration fees.	NRC	p. 2	700	700	700	700	2,800

<p>3. Spanish and Portuguese GRANDExpo: Collaborative event with the Dept. of Spanish and Portuguese and other IU campuses to introduce Indiana high school students and teachers to Spanish and Portuguese at IU, familiarize students with Latin American Studies, and showcase food, art, music, dance, film, and plays related to Latin America, prepared by IU students and faculty. Program will be expanded in Y2 to IUPUI, in Y3 to IU Northwest, and in Y4 to IU South Bend and IU East. Support is requested for 1 campus @ \$2,500 Y1; 1 campus @ \$2,500, 1 campus @ \$1,500 Y2; 1 campus @ \$2,500 and 2 campuses @ \$1,500 Y3; 1 campus @ \$2,500 and 3 campuses @ \$1,500 Y4.</p>	AP #1 NRC	pp. 11, 13	2,500	4,000	5,500	7,000	19,000
<p>4. Indiana Portuguese Pedagogy Workshop: Y1 workshop for 10 Indiana teachers/administrators to develop strategies for implementing Portuguese courses at Indiana public schools and community colleges. Support is requested for travel funds for 10 participants. (Fuel reimbursement @ \$150, 1 night lodging @ \$130, 1 per diem @ \$69.) Travel funds for guest speaker from Portuguese Flagship at University of Georgia to discuss implementation of P-16 Portuguese programs in Georgia. (1 airfare @ \$400, 1 airport shuttle @ \$122, 2 nights lodging @ \$130, 2 per diem @ \$69, 1 honorarium @ \$500.)</p>	AP #2 NRC	pp. 6-7	4,910	0	0	0	4,910
Subtotal, Language Instruction Programs			9,210	4,700	7,300	7,700	28,910
C. Outreach: Curriculum Internationalization							
<p>1. IEOA Outreach Resources: Funds will support \$5,000 for SGIS International Education Outreach Administrator to develop Access Global, a shared teacher-training resource and public outreach platform to support curriculum internationalization, along with other IEOA initiatives.</p>	AP #2	pp. 10, 14, 49	5,000	0	0	0	5,000

<p>2. Institute for Curriculum and Campus Internationalization (ICCI): ICCI is a joint initiative of the Center for Global Change and the IU area studies centers in partnership with the Center for Innovative Teaching and Learning (CITL), the Office of the Vice President of International Affairs (OVPIA), and the Association of American Colleges and Universities (AAC&U). The annual conference helps faculty and staff of higher education institutions learn how to internationalize their campuses, programs, curricula, and courses. Funds are requested to pay for two CLACS collaborators at Navajo Technical University (NTU) to attend the conference in Y1-Y4 (2 participants @ \$1,425/participant travel, \$575 registration fee). CLACS will also support an additional participant to be chosen from among at-need registrants (\$1,425 travel, \$575 registration fee).</p>	AP #2 CP #1	pp. 2, 11, 12	6,000	6,000	6,000	6,000	24,000
<p>3. Internationalization Collaborative across Bloomington (ICAB III): ICAB is a joint project of SGIS area centers that focuses on internationalizing the curriculum at Ivy Tech Community College of Bloomington and conducting globalization activities in the Bloomington community. Specific activities include Diversity Day at Ivy Tech and the Great Decisions lecture series. Support is requested for presenters via supplemental pay at \$250 per year and for teaching supplies at \$250</p>	CP #1	pp. 2, 11, 12	500	500	500	500	2,000
<p>4. MSI Faculty Collaboration at NTU Global Indigenous Networking: Funds for CLACS collaborators at Navajo Technical University (NTU) to attend Smithsonian Folklife Festival (2 collaborators) or conference of World Indigenous Higher Education Consortium (WINHEC) (1 collaborator) to build partnerships with international indigenous institutions of higher education to facilitate the internationalization of the NTU curriculum. Support is requested for NTU faculty travel reimbursement at \$4,000 per year. This initiative also includes funds for program management via sub-award (See section 6) for Roadworks consortium under the direction of Dr. Amy Horowitz (divided with CSME and Center for the Study of Global Change) to facilitate the collaborations, including agendas for visits of CLACS faculty to NTU (See section 3.B.10)</p>	CP #1	p. 12, 22	4,000	4,000	4,000	4,000	16,000
<p>Subtotal, Curriculum Development Programs</p>			15,500	10,500	10,500	10,500	47,000

D. Other Outreach Projects								
1. Global Employability Workshop: Annual workshop jointly organized by SGIS area studies centers targeted at Indiana high school career and technical educators. Workshop will include panel of representatives from international Indiana businesses discussing the importance of global employability skills. Support is requested for \$250/yr for curriculum development stipends for participants via honoraria or supplemental pay, and \$250/yr for transportation/lodging/per diem.		AP #2	pp. 11-12	500	500	500	500	2,000
2. Faculty Public Scholarship Award: Annual award to winner of a CLACS contest for best faculty contribution to a print, online, or broadcast media outlet, in order to incentivize dissemination of faculty expertise to the general public and reporting of those contributions. Support is requested for 1 award via supplemental pay at \$500 each year, Y1-Y4)		AP #1 NRC	p. 22	500	500	500	500	2,000
Subtotal, Other Outreach Projects				1,000	1,000	1,000	1,000	4,000
E. Language and Area Studies Programming								
1. Conference on Indigenous Languages and Cultures in Mexico: "Voices of the People: Indigenous Languages, Literatures, and Cultures Alive" will be an interdisciplinary conference in Y1 on indigenous-language literature, poetry, activism, and scholarship in Mexico today. CLACS requests funding for five domestic and five international participants. Support is needed for 1 keynote honorarium @ \$1,000; 9 participant honoraria @ \$250; 5 domestic flights @ \$500; 5 international flights @ \$1,250; 10 airport shuttles @ \$120; 10 hotel rooms @ \$130 per night for 3 nights; and 10 per diem @ \$69/day for 3 days.		AP #1 NRC	p. 8	19,170	0	0	0	19,170

<p>2. Conference on Race in Cuba and Brazil: "Racial Democracy and Revolution: Race and Class in Brazil and Cuba" will be an interdisciplinary conference in Y4 comparing imaginings of race and attempts to combat racial inequality in Brazil and Cuba. CLACS request funding for travel, and honoraria for five Brazilian and five Cuban participants. Funds are needed for 1 keynote honorarium @ \$1,000; 9 participant honoraria @ \$250; 5 flights from Cuba @ \$500; 5 flights from Brazil @ \$1,500; 10 airport shuttles @ \$120; 10 hotel rooms @ \$130/night for 3 nights; 10 per diem @ \$69/day for 3 days.</p>	AP #1 NRC	p. 8	0	0	0	20,420	20,420
<p>3. Language Textbook Assistants: Professional service fees for HC and YM field assistants to produce audiovisual material with native speakers are requested for each year. Support is needed for 1 YM and 1 HC assistant @ \$1,000 in Y1-Y4.</p>	AP #1 NRC	p. 6	2,000	2,000	2,000	2,000	8,000
<p>4. Visiting Documentary Filmmaker in Minority Languages/Cultures: Annual one-week visit for a Latin American documentary filmmaker working on minority languages and cultures to visit the Center for Documentary Research and Practice to collaborate with IU faculty who work with documentary film and faculty from the Minority Languages and Culture Project (MLCP). Support is requested for the filmmaker in order to include free public showing of filmmaker's work (1 round-trip airfare @ \$1,500, 1 airport shuttle @ \$122, 7 nights lodging @ \$130, 7 per diems @ \$69, 1 honorarium @ \$1,000 each year).</p>	AP #1 NRC	p. 3, 8	4,015	4,015	4,015	4,015	16,060
<p>5. Minority Languages and Cultures Project Speaker Series: Funds are requested for an annual guest speaker (scholar, activist, policymaker, writer, or artist) who will speak at IU on minority language and cultures in Latin America, with an emphasis on environmental justice. Support is needed for 1 airfare @ \$1,000, 1 airport shuttle @ \$122, 3 nights lodging @ \$130, 3 per diems @ \$69, 1 honorarium @ \$500 each year</p>	AP #1 NRC	p. 8	2,229	2,229	2,229	2,229	8,916

6. Brazilian Policy/Business Lecture Series: Support is requested for an annual guest speaker (scholar, policymaker, business representative) who will speak at IU on business- or policy-related topics in Brazil, with an emphasis on stimulating interest in Portuguese among SPEA and KSB students. Funds are needed each year for 1 airfare @ \$500, 1 airport shuttle @ \$122, 2 nights lodging @ \$130, 2 per diems @ \$69, 1 honorarium @ \$1,000.	AP #1 NRC	p. 8	2,020	2,020	2,020	2,020	8,080
7. IU Statewide Speaker Series: Funds for travel and honoraria for guest speakers on Latin America and the Caribbean at other IU campuses are requested for 2 speakers @ \$1,000/year for Y1-Y4.	AP #1 NRC	p. 3	1,000	1,000	1,000	1,000	4,000
Subtotal, Interdisciplinary Workshops and Conferences			30,434	11,264	11,264	31,684	84,646
F. Evaluation and Assessment							
1. CLACS Program Evaluation and Assessment (TPMA)	NRC	p. 20	22,125	23,534	23,016	23,229	91,904
Subtotal, Evaluation and Assessment			22,125	23,534	23,016	23,229	91,904
Other Subtotal			86,124	57,198	56,330	83,861	283,513
9. Subtotal Direct Costs			244,373	259,874	254,171	256,516	1,014,934
10. Indirect Costs, 8% of Base			18,430	20,630	20,174	20,233	79,467
Total NRC Costs			262,803	280,504	274,345	276,749	1,094,401

FLAS Fellowships

	Number	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Years 1-4 Total
Academic Year Graduate Fellowships						
Academic year institutional payments @ \$18,000/each	5	90,000	90,000	90,000	90,000	360,000
Academic year subsistence allowances @ \$15,000/each	5	75,000	75,000	75,000	75,000	300,000
Total, Academic Year Graduate:	5	165,000	165,000	165,000	165,000	660,000
Academic Year Undergraduate Fellowships						
Academic year institutional payments @ \$10,000/each	3	30,000	30,000	30,000	30,000	120,000
Academic year subsistence allowances @ \$5,000/each	3	15,000	15,000	15,000	15,000	60,000
Total, Academic Year Undergraduate:	3	45,000	45,000	45,000	45,000	180,000
Summer Fellowships						
Summer year institutional payments @ \$5,000/each	8	40,000	40,000	40,000	40,000	160,000
Summer year subsistence allowances @ \$2,500/each	8	20,000	20,000	20,000	20,000	80,000
Total, Summer:	8	60,000	60,000	60,000	60,000	240,000
Total FLAS Training Stipends Requested		270,000	270,000	270,000	270,000	1,080,000

IU students are eligible to submit applications towards the annual FLAS fellowship competitions. The five-member selection committee is composed of the CLACS Director, Associate Director, and three faculty members, including at least one language specialist. Applicants provide statements of purpose, transcripts, and letters of recommendation to demonstrate the importance of Latin American and Caribbean language study to their academic and career goals. Funds are requested for each project year at \$270,000 for a total of \$1,080,000. FLAS support will be awarded preferentially in Portuguese, Haitian Creole, Yucatec Maya, and Quechua, with Spanish fellowships available on a case-by-case basis.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1356001673A1

DATE:06/15/2015

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
06/20/2011

Indiana University

Bryan Hall 212

Bloomington, IN 47405-1201

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%) LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2012	55.00 On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00 On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50 On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00 On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00 Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00 On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50 On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50 On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00 On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00 Off Campus	All Programs

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	06/30/2021			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition: Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy (Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Indiana University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim -S
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c=US, email=karimf@hhs.gov, serial=10001, version=1.0, date=2015.06.15 16:31:51 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/15/2015

(DATE) 5044

HHS REPRESENTATIVE: Ernest Kinneer

Telephone: (214) 767-3261

COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	FY 16-17	FY 18-19	<u>OFF CAMPUS</u>
	<u>ON CAMPUS</u>	<u>ON CAMPUS</u>	
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
TOTAL	56.0	57.5	26.0

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044

(Institution)



(Signature)

Mary Frances McCart

(Name)

SVP, CFO & Treasurer

(Title)

6.23.15

(Date)